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United Nations Children's Fund
Executive Board
Annual session 2000
22-26 May 2000
Item 2

Provisional annotated agenda and organization of work

For the 2000 annual session of the Executive Board to be held at United Nations Headquarters from 22 to 26 May 2000

Summary

The present document contains the provisional annotated agenda for the 2000 annual session of the Executive Board. The annex contains the proposed timetable and organization of work for the session.

00-41017 (E) 150500

Provisional agenda

Item 1: Opening of the session: statements by the President of the Executive Board and the Executive Director

Item 2: Adoption of the provisional agenda and timetable and organization of work

Item 3: Report of the Executive Director (Part II)

Item 4: Emerging issues for children in the twenty-first century

Item 5: Follow-up to the World Summit for Children

Item 6: United Nations General Assembly special session (UNGASS) 2001

(a) Oral report on UNGASS 2001

(b) Activities and budget for UNICEF secretariat support to UNGASS 2001 and additional events

Item 7: Summary of mid-term reviews (MTRs) and major evaluations of country programmes

Item 8: UNICEF core corporate commitments in emergencies

Item 9: Proposed modifications to the budget process

Item 10: UNICEF Maurice Pate Award for 2000

Item 11: Reports on field visits of Executive Board members

Item 12: Other matters

Item 13: Closing of the session: remarks by the Executive Director and the President of the Executive Board

Annotated provisional agenda

1. **Opening of the session: statements by the President of the Executive Board and the Executive Director**

Introductory statements will be made by the President and the Executive Director.

2. **Adoption of the provisional agenda and timetable and organization of work**

[*For action — E/ICEF/2000/9*]

The provisional agenda has been structured in accordance with relevant Executive Board decisions, in particular the programme of work for 2000 adopted by the Executive Board at its second regular session in September 1999 (E/ICEF/1999/7/Rev.1, decision 1999/19). The proposed timetable and organization of work, which has been shared with the Bureau (CF/EB/2000/026 of 25 April 2000), is contained in the annex.

Decisions will be adopted as the discussion of each agenda item is concluded. However, if required, time will be set aside for Board members to consult informally on all outstanding draft decisions.

3. **Report of the Executive Director (Part II)**

[*For information — E/ICEF/2000/4 (Part II)*]

This is the second annual report of the Executive Director on progress towards achieving the organizational priorities of the medium-term plan for 1998-2001 (E/ICEF/1998/13 and Corr.1), as requested by the Executive Board at its first regular session of 1999 (E/ICEF/1999/7/Rev.1, decision 1999/7). It is the first time, however, that part II of the Executive Director's annual report has included revised elements in accordance with the same decision. The report also reviews progress made in the implementation of decision 1999/8 on the resource mobilization strategy.

4. **Emerging issues for children in the twenty-first century**

[*For information — E/ICEF/2000/13*]

In resolution 54/93 of 7 December 1999, the General Assembly called upon UNICEF to assist in the process of preparation for its special session in 2001 for follow-up to the World Summit for Children. The same resolution requested the Secretary-General, with UNICEF support, to assist the preparatory committee in providing substantive input to the process, including a report on emerging issues. This report analyses emerging issues for children in the twenty-first century and makes proposals for future action for children.

The Executive Director wishes to draw the attention of the Executive Board to this report, which is presented for information. The views of the Board will be transmitted to the preparatory committee of the special session as a conference room paper, for information, at its substantive session to be held from 30 May to 2 June 2000.

5. **Follow-up to the World Summit for Children**

[For action — E/ICEF/2000/11]

At its 1999 annual session, the Executive Board requested the Executive Director to report on the implementation of decision 1999/9 on follow-up to the World Summit for Children. This is the ninth annual report on progress towards achieving the World Summit goals. It presents an overall picture of global trends and outlines the processes put in place for the end-decade review, which will take place in 2001. The Board may wish to consider and adopt the draft recommendation contained in the report.

6. **United Nations General Assembly special session 2001**

The Executive Board will consider the following under this agenda item:

(a) Oral report on UNGASS 2001

At its second regular session in September 1999, the Executive Board decided to include this item on the agenda of the present session (decision 1999/19).

(b) Activities and budget for UNICEF secretariat support to UNGASS 2001 and additional events

[For action — E/ICEF/2000/AB/L.2]

The Executive Director presented a report to the Board at its September 1999 session describing UNICEF support for the follow-up to the World Summit for Children since 1990 and the initial support needed for the end-decade review and the preparatory process of the General Assembly special session in 2001 (E/ICEF/1999/17). At that time, the Board approved $2 million from other resources to initiate the process (decision 1999/12).

This report outlines how UNICEF has started and will continue to support the preparatory process, including the preparatory committee and its bureau. The decision to be made by the Executive Board on the basis of this report is the adoption of the draft resolution relating to the budget proposal to cover the current phase of substantive, technical and advocacy activities in preparation for the special session.

7. **Summary of mid-term reviews and major evaluations of country programmes**

[For information — E/ICEF/2000/P/L.20-E/ICEF/2000/P/L.26]

These reports were prepared in response to Executive Board decision 1995/8 (E/ICEF/1995/9/Rev.1), adopted at the first regular session of 1995, in which the secretariat was requested to submit to the Board a summary of the outcome of MTRs and major country programme evaluations, specifying, *inter alia*, the results achieved, lessons learned and the need for any adjustment in the country note.

The reports cover the following regions: Eastern and Southern Africa (E/ICEF/2000/P/L.20); West and Central Africa (E/ICEF/2000/P/L.21); Americas and the Caribbean (E/ICEF/2000/P/L.22); East Asia and the Pacific (E/ICEF/2000/P/L.23); South Asia (E/ICEF/2000/P/L.24); Middle East and North Africa (E/ICEF/2000/P/L.25); and Central and Eastern Europe, the Commonwealth of Independent States and the Baltic States (E/ICEF/2000/P/L.26).

Following introductory statements on the MTRs by the Director, Programme Division, and on the major evaluations by the Director of the Evaluation, Policy and Planning Division, each regional director will provide a brief summary of the MTRs and major evaluations in his/her region.

8. UNICEF core corporate commitments in emergencies

[*For information — E/ICEF/2000/12*]

This report responds to Executive Board decision 1997/7 (E/ICEF/1997/12/Rev.1) on "Children and women in emergencies: strategic priorities and operational concerns for UNICEF" (E/ICEF/1997/7), which was adopted at its first regular session of 1997. In that decision, the Executive Director was requested to report back to the Board on the experiences gained through the approach and guidelines set out in the report. The Board may wish to comment on the report and provide guidance to the secretariat, as necessary.

9. Proposed modifications to the budget process

[*For action — E/ICEF/2000/AB/L.3*]

In its decision 2000/3 (E/ICEF/2000/8 (Part I)) on the multi-year funding framework (E/ICEF/2000/5), adopted at its first regular session of 2000, the Executive Board requested the Executive Director to submit the proposed modifications to the budget process to the Advisory Committee on Administrative and Budgetary Questions, for its review and comments, for submission to the present Board session. This report responds to that request, describing the constraints in the existing budget process. The decision to be made by the Executive Board on the basis of this report is the adoption of the draft recommendation on the proposed modifications to the budget process.

The Board will also have before it for review the report of the Advisory Committee on this document (E/ICEF/2000/AB/L.4).

10. UNICEF Maurice Pate Award for 2000

[*For action — E/ICEF/2000/10*]

The Executive Director has made a recommendation, endorsed by the Bureau after examination of the nominations submitted, for the recipient of the UNICEF Maurice Pate Award for 2000 for Board approval.

11. Reports on field visits of Executive Board members

[*For information — E/ICEF/2000/CRP.5 and E/ICEF/2000/CRP.6*]

Selected by their respective regional groups, a team of Executive Board members visited Ghana and Namibia (5-18 March 2000) in the West and Central and Eastern and Southern Africa regions, and another team visited China (19 March-1 April 2000) in the East Asia and Pacific region to observe UNICEF programme activities in the field. Each team will present its report on the field visits.

12. Other matters

The Board may consider discussing any other issues that it finds timely and appropriate under this agenda item.

13. Closing of the session: remarks by the Executive Director and the President of the Executive Board

The Executive Director and the President will make concluding remarks, followed by the closure of the session.

Annex

Proposed timetable and organization of work for the 2000 annual session of the Executive Board, 22-26 May*

Monday, 22 May	a.m.	*Item 1*	Opening of the session: statements by the President of the Executive Board and the Executive Director
		Item 2	Adoption of the provisional agenda and timetable and organization of work
		Item 3	Report of the Executive Director (Part II)
	p.m.	*Item 3 (cont'd)*	Report of the Executive Director (Part II) (*continued*)
Tuesday, 23 May	a.m. and p.m.	*Item 7*	Summary of MTRs and major evaluations of country programmes
Wednesday, 24 May	a.m.	*Item 8*	UNICEF core corporate commitments in emergencies
	p.m.	*Item 5*	Follow-up to the World Summit for Children
Thursday, 25 May	a.m.	*Item 4*	Emerging issues for children in the twenty-first century
	p.m.	*Item 6*	UNGASS 2001:
			(a) Oral report on UNGASS 2001
			(b) Activities and budget for UNICEF secretariat support to UNGASS 2001 and additional events
Friday, 26 May	a.m.	*Item 9*	Proposed modifications to the budget process
		Item 10	UNICEF Maurice Pate Award for 2000
		Item 11	Reports on field visits of Executive Board members
	p.m.	*Item 11 (cont'd)*	Reports on field visits of Executive Board members (*continued*)
		Item 12	Other matters
		Item 13	Closing of the session: remarks by the Executive Director and the President of the Executive Board

* When consideration of an agenda item concludes ahead of the allocated time, the next item on the agenda will be taken up for consideration and the timetable adjusted accordingly.

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Item 10 of the provisional agenda*

Recommendation to the Executive Board

UNICEF Maurice Pate Award

Summary

The Executive Director *recommends* that, for 2000, the UNICEF Maurice Pate Award be presented to the Jamaican non-governmental organization Rural Family Support Organization (RuFamSo), and that the Executive Board approve an allocation of $25,000 from regular resources for this purpose.

1. Nominations for the 2000 UNICEF Maurice Pate Award were invited from the Governments of Board member countries, UNICEF representatives and regional directors, and National Committees for UNICEF, in order to ensure a broad range of input. A total of 19 nominations was received as follows: 4 from Africa; 5 from the Americas and the Caribbean; 6 from Asia; 2 from the Middle East and North Africa; and 2 from Central and Eastern Europe, the Commonwealth of Independent States and the Baltic States.

2. After a careful review of all the nominations, the Bureau endorsed the recommendation of the Executive Director that the 2000 UNICEF Maurice Pate Award be conferred upon the non-governmental organization (NGO) Rural Family Support Organization (RuFamSo), for advancing the survival, protection and development of young children and adolescents in Jamaica through a holistic and integrated programme of family support. The work of RuFamSo is noteworthy for:

(a) Its exceptional efforts in empowering adolescents with the means and employment opportunities to break the inter-generational cycle of poverty and to help them identify and tackle the underlying causes of their problems;

(b) Providing safety nets to enable adolescent parents to pull themselves out of poverty through access to care and protection for their infants and through quality educational opportunities;

(c) Its innovative work with adolescents to prevent pregnancies and to ensure that teenage parents reach their full educational potential, develop life and marketable skills, and become better parents, through

* E/ICEF/2000/9.

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increased knowledge of early childhood care and development practices;

(d) Advancing gender-balanced programming and youth participation; and

(e) Promoting an effective and replicable model of sustainable, low-cost, grass-roots programmes for poor families in Jamaica.

3. RuFamSo began in 1986 as a project addressing the specific needs of teenage mothers. By 1996, it had evolved into a full-fledged NGO offering four distinct and complementary programmes. Its work in Jamaica is concentrated in 60 of the poorest communities in 3 rural central parishes, out of a total of 14. These three parishes account for 32 per cent of Jamaica's total population, and approximately 38 per cent of children living in poverty. The critical problems affecting these areas are a high prevalence of female-headed households, teenage pregnancies, parent-child separation and out-of-school youth; inadequate access to early childhood services and primary health care; and a declining agricultural and manufacturing base, coupled with pervasive unemployment and underemployment.

4. RuFamSo has been playing a key role in Jamaica by addressing these problems through four effective programmes that target the poor: the Teenage Mothers Programme, Male Adolescent Programme, Uplifting Adolescents Programme and Roving Caregivers Programme. Cumulatively, they have provided critical support in the areas of literacy and remedial work, life skills training, counselling and family life education, vocational and technical training, parenting education, and young child stimulation and development. Importantly, lessons from the work of RuFamSo have enriched the formation and development of policy in these areas. To date, RuFamSo has received approximately $2.1 million for its programmes. The primary funding sources include: the Bernard van Leer Foundation, UNICEF, the United States Agency for International Development, the Inter-American Foundation, the Government of Jamaica and the Jamaica Aluminium Company. In-kind support has also been made available to RuFamSo from the University of the West Indies, the Government of Jamaica, Food for the Poor, the private sector, civic organizations and community-based groups.

5. Jamaica has one of the highest rates of teenage pregnancy in the English-speaking Caribbean. Studies have demonstrated that Jamaican girls who become pregnant in their teens are likely to have one to three children before the age of 19. This results in social and economic disadvantages and high drop-out rates, with their children often neglected, ending up performing poorly at school and being at greater risk of environmental hazards, disability and abuse. These children often become sexually active at a very early age, and this serves as a major contributor in the perpetuation of the vicious cycle of poverty.

6. The Teenage Mothers Programme began modestly by targeting 30 participants in 1986; by 1999, the programme had expanded to accommodate 75 direct project beneficiaries. A large proportion of other women in the communities of the targeted teenage mothers benefit indirectly from the informal sharing of information and advice in community meetings and individual peer counselling. The focus of this programme has been the provision of educational opportunities, skills training and counselling. The children of the teenage mothers are cared for by RuFamSo while mothers attend classes and participate in other programme offerings. The programme has also established "Grandparent Groups" as forums for parents of teenage mothers to share experiences in dealing with problems and to gain exposure to adolescent psychology, family budgeting and survival strategies.

7. The Teenage Mothers Programme has been crucial in achieving a near 100 per cent prevention rate of second pregnancies for the teenage mothers benefiting from the interventions. A tracer study conducted in 1999 showed that more than 20 per cent of participants had been able to complete tertiary education, and that the total number of participants had found gainful employment. The same study also demonstrated that the parent-child separation ratio had decreased significantly. This has highlighted the potential of RuFamSo's programming to strengthen the fabric of the Jamaican family. Participating mothers have also acquired a renewed sense of pride and dignity, as well as stronger leadership skills.

8. The Male Adolescent Programme started with 21 participants and is now providing comprehensive services directly to approximately 70 students annually. The programme provides a safety net for boys who have dropped out of school, and fosters the development of well-rounded individuals through skills training and counselling, enabling them to make a

positive contribution to society. The majority of graduates of this programme obtain the national certificate for technical and vocational training, which makes them employable in the labour market.

9. The Uplifting Adolescents Programme has also grown since its inception, from 250 students to approximately 600 by the year 2000. The programme is oriented towards adolescents who have dropped out of school and require specialized attention and counselling. A growing number programme participants have been able to pass nationally administered secondary school entrance examinations. In addition, results of a literacy survey conducted in 1999 revealed that the male participants have obtained higher results than the national average. The Male Adolescent Programme and Uplifting Adolescents Programme have gained such a positive reputation that they are currently unable to accommodate the very high demand from adolescents. To address this overwhelming need, RuFamSo has approached other NGOs to provide similar interventions.

10. One of RuFamSo's flagship programmes is its Roving Caregivers Programme. This home-visit child-care and development initiative is designed to support children up to three years of age and their parents through stimulation, child-care education, skills training and income-generating projects. Having started with 10 homes and 250 children, it is now providing services directly to 530 homes and approximately 2,600 children annually. Indirect beneficiaries include siblings, other family members and neighbours of children visited by the programme.

11. The programme complements the Teenage Mothers Programme by ensuring that improved child-care practices are carried over into the home. An on-site demonstration day-care centre, comprised exclusively of the infants of adolescents in the Teenage Mothers Programme, provides a model for developmentally appropriate care. The centre provides training for the Roving Caregivers, caregivers in home-based nurseries, parents and students in the Male Adolescent Programme, and also provides students from secondary schools in the region the opportunity to gain work experience.

12. The Roving Caregivers themselves benefit from the programme. A significant number of these adolescents have moved onto tertiary institutions to upgrade their educational status. This transition has been greatly facilitated by the impact of the programme on increasing their knowledge of appropriate child-care practices.

13. An evaluation of RuFamSo's child-care programmes that uses an internationally recognized method has confirmed significantly higher levels in the social, cognitive and physical development of participating children, in comparison with those not benefiting from the programme. Research that charts the progress of the children in primary school demonstrates greater academic participation and achievement than among children not participating in the programme. Particularly noteworthy is the fact that boys and girls in the programme have performed equally well, thereby demonstrating the capacity of RuFamSo to contribute to breaking the traditional pattern of underperformance of boys in Jamaica.

14. RuFamSo has made an important and visible contribution in the area of advocacy and social mobilization, through its participation in several national and regional committees, as well as through its strategic linkages with the Jamaica Social Development Commission and the Jamaica Social Investment Fund (JSIF). RuFamSo is a primary partner of UNICEF in the basic education and early childhood development component of the Government of Jamaica/UNICEF country programme of cooperation.

15. As a member of the National Early Childhood Integration Advisory Committee, RuFamSo collaborates with the Government, UNICEF and other critical partners on a regular basis, on a wide range of policy and programme issues. For the past 10 years, RuFamSo has provided ongoing assistance to the National Early Childhood Programme through training and supervision for home-based nurseries in central Jamaica. Most recently, RuFamSo was named as the NGO representative in a strategic review of the programme being coordinated by the Planning Institute of Jamaica.

16. The organization's work on early childhood care and development activities has generated impressive multiplier effects in several areas. RuFamSo produces numerous publications which are used by the Government and NGOs in Jamaica. The organization is currently serving as the coordinating agency in the development of an early childhood home-visit manual, for national use.

17. RuFamSo was also a member of the professional group responsible for the development of the national occupational standards for early childhood workers, currently being adopted across the region. In 1998, through a poverty eradication initiative of the Government, under the auspices of the Caribbean Child Development Centre, the Roving Caregivers Programme was successfully replicated in 11 depressed inner city communities in Kingston, benefiting 1,300 children. As a result of its effectiveness, this programme has been adopted by the Jamaican Government as the national early childhood home-visit model, under its new integrated early childhood policy and programme. According to a 1999 JSIF report on a stakeholders consultation workshop, "RuFamSo is more than just ordinary ... it is in a super class by itself".

Background of the Award

18. At a special session on 11 November 1965, the Executive Board approved the recommendation of the Executive Director that the Nobel Peace Prize money received by UNICEF be used to establish a fund in memory of Maurice Pate, the first Executive Director of UNICEF (E/ICEF/537). Approval in principle was also given to a suggestion that the fund be used to strengthen the training or experience of people serving in child welfare-related fields in countries with which UNICEF was cooperating. It was believed that a memorial fund that contributed actively to the general purpose of UNICEF would have particularly appealed to Mr. Pate.

19. In May 1966, the Board approved a plan submitted by the Executive Director (E/ICEF/542, paras. 76-83) for a memorial fund that would give recognition to the value of regional training facilities in fields benefiting children. Each year the fund would honour an institution in a developing country that adapted and offered its services to people from countries in the region. The institution selected would be given some modest assistance to strengthen its services to other developing countries.

20. By the end of 1978, the original funding and contributions for this Award were exhausted and, in 1979, the Executive Board approved the continuation of the Award from general resources (E/ICEF/P/L.1906 (REC)).

21. At its 1988 session, the Executive Board approved the recommendation that the Board confer annually the UNICEF Maurice Pate Award, as detailed in document E/ICEF/1988/P/L.37, for extraordinary and exemplary leadership in, and contribution to, the advancement of the survival, protection and development of children, whether on a national, regional or global scale. The Award could be conferred upon an institution, organization or individual with or without government affiliation. A timetable and procedures for the nomination and selection process were to be established by the secretariat (see E/ICEF/1988/13, annex I, paras. 45-47, and decision 1988/9).

22. By broadening the criteria for recognition to include (a) achievements on behalf of children, (b) provision of resources to further those achievements and (c) the creation of examples lending themselves to emulation, the Executive Board can use the Award to encourage significant efforts on behalf of children. While encouraging leadership for children by individuals, the monetary benefits of the Award can be used to further relevant activities, whether training, experience exchange or direct programme activity.

23. The Executive Board reviewed and revised the selection process and criteria in 1989, 1990, 1991 and 1994. The latest procedures and criteria as approved by the Board are contained in document E/ICEF/1994/L.16. According to those procedures, nominations shall be sought from the Governments of Board member countries, UNICEF representatives, regional directors and other secretariat offices and National Committees for UNICEF, and the Bureau shall review all nominations. The Award may not be conferred upon any Government or Head of State or Government or upon any United Nations organization or official. The main criteria for the Award are: (a) extraordinary and exemplary leadership in, and contribution to, the advancement of the survival, protection and development of children; (b) innovative and inspirational work; (c) action on a national or regional scale with the potential for emulation; and (d) action that serves to encourage voluntary and grass-roots activities. Lastly, due regard shall be given to equitable geographical balance.

24. The UNICEF Maurice Pate Award has been given as follows:

Year	*Institution*	*Region*
Prior to 1980	Various institutions	Africa, Asia, Americas and the Caribbean, Middle East and North Africa, industrialized countries and global
1981	College of Health Sciences, Bahrain	Middle East and North Africa
1982	University of the West Indies (regional institution)	Americas and the Caribbean
1983	Pan-African Institute for Development	Africa
1984	International Centre for Diarrhoeal Disease Research, Bangladesh	Global
1985	National Institute of Public Cooperation and Child Development, India	South Central Asia
1986	The League of Red Cross and Red Crescent Societies	Global
1987	The Catholic Church of El Salvador	Americas and the Caribbean
1988	Pembinaan Kesejahteraan Keluarga (Family Welfare Movement), Indonesia	East Asia and Pakistan
1989	Madame Suzanne Mubarak, Egypt	Middle East and North Africa
1990	Professor Olikoye Ransome-Kuti, Nigeria	West and Central Africa
1991	Child-to-Child Trust, United Kingdom	Industrialized countries
1992	Bangladesh Rural Advancement Committee, Bangladesh	South Asia
1993	The People and State of Ceara, Brazil	Americas and the Caribbean
1994	All-China Women's Federation, China	East Asia and the Pacific
1995	Professor Ihsan Dogramaci, Turkey	Central and Eastern Europe, Commonwealth of Independent States and Baltic States
1996	Regional Centre for Health and Development, Benin	West and Central Africa
1997	Legal Assistance Centre, Namibia	Eastern and Southern Africa
1998	Pacific Regional Human Rights Education Resource Team	East Asia and the Pacific
1999	Kuleana	Eastern and Southern Africa

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For action

Progress report on follow-up to the World Summit for Children

Summary

This is the ninth annual report on progress towards the goals of the World Summit for Children. The report presents an overall picture of global trends and outlines the processes put in place for the end-decade review, which will take place in 2001. It describes, in particular, ongoing efforts to strengthen national capacities for the collection and use of data to monitor progress towards the Summit goals.

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* E/ICEF/2000/9.

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I. Introduction

1. This is the ninth annual progress report on follow-up to the World Summit for Children. It has been prepared in accordance with paragraph 35 (v) of the World Summit Plan of Action, which requests the governing bodies of the relevant specialized agencies and United Nations organs to include a periodic review of implementation of the Declaration and Plan of Action in their regular sessions.

2. This report presents an overall picture of progress made towards the major World Summit goals and outlines processes set in motion to prepare for the end-decade review in 2001, including encouragement of national reviews and ongoing efforts to strengthen further national capacity in the collection and use of data to monitor progress towards the goals. Specific UNICEF actions contributing to progress, especially those taken at the country level, are described in the Report of the Executive Director to the present Board session (E/ICEF/2000/4 (Part II)).

3. As acknowledged in previous reports, available data indicate that while notable progress has been made on some of the goals, overall achievements fall short of the global targets set for end-decade. A more comprehensive assessment of the situation at end-decade will be presented by the Secretary-General to the General Assembly Special Session on follow-up to the World Summit for Children in 2001.

II. Overview of progress towards the World Summit for Children goals

A. The global context

4. During 1999, the international community was presented with formidable challenges, as well as opportunities, to safeguard and promote children's rights and to fulfil the promises made at the World Summit for Children. While progress was made over the year, setbacks were also encountered. Global trends of deepening poverty and widening disparities, persistent gender discrimination, increasing numbers of people affected by armed conflicts and natural disasters, and the growing HIV/AIDS pandemic created the need for renewed international commitment to accelerate and sustain progress.

5. The tenth anniversary of the General Assembly adoption of the Convention on the Rights of the Child was celebrated in 1999. Shortly after the adoption of the Convention in 1989, the Plan of Action of the World Summit for Children called for its early ratification and subsequent implementation and monitoring. At the beginning of the new millennium, the Convention stands as the most ratified human rights treaty in history, with only two countries yet to ratify. Since its adoption, nine States have fully or partially withdrawn the reservations they had entered upon ratification.

6. The anniversary of the Convention on the Rights of the Child also provided a special opportunity to assess progress in the implementation of the Convention and to identify areas requiring further concerted attention. Special sessions held at the Commission on Human Rights, the Economic and Social Council and the General Assembly were instrumental in this regard.

7. In October 1999, the Committee on the Rights of the Child, with support from the Office of the High Commissioner for Human Rights and UNICEF, promoted a number of expert discussions to assess achievements in implementation of the Convention and to identify challenges for future action. Recommendations formulated by the Committee on the basis of these discussions call for: further legal reform and law enforcement; development of national agendas for children's rights to ensure, among other things, priority for children in budget allocations; consideration of a child impact assessment of policies and programmes; promotion of behaviour change in favour of children's rights; and strengthening of international solidarity for children, as well as partnerships with and for children.

8. International momentum was evidenced in the increasing attention to children's issues by development agencies, as illustrated in the guidelines adopted by the United Nations Development Group (UNDG) for the United Nations Development Assistance Framework (UNDAF), which promote a rights-based approach, including reference to the Convention on the Rights of the Child; and for the Common Country Assessment (CCA), which include indicators for major conferences and summits, including the World Summit for Children. It was further reflected in the growing visibility given to children in peace and security activities, as illustrated

by the adoption of Security Council resolution 1261 of 25 August 1999 on children in armed conflict.

9. At the regional level, the African Charter on the Rights and Welfare of the Child entered into force in November 1999, providing African States with the first regional treaty on the rights of children, and setting important standards for their protection. These include the establishment of 18 years as the minimum age for the recruitment of children into the armed forces and their participation in hostilities.

10. In spite of such positive developments and mobilization around children's rights, key challenges remain in addressing underlying conditions that have an impact on children and their families. The global economy expanded faster than anticipated in 1999, at an estimated rate of 2.6 per cent, as recovery from the economic crises of the previous years got under way. Yet the latest World Bank estimates indicate that 1.2 billion people – of whom about half are children – are struggling to survive on less than $1 a day. Income disparities have been widening, both between and within countries, inhibiting social integration and social protection for disadvantaged groups. Economic liberalization, deregulation and privatization are having an increasing impact on livelihoods and social well-being in much of the developing world.

11. For many of the world's poorest countries, the costs of debt servicing are seen in collapsing health systems and declining opportunities for education. According to a recent study, only one third of 27 developing countries surveyed manage to spend more on basic social services than on debt servicing. Average life expectancy in the heavily indebted poor countries (HIPCs) is 53 years, 10 years less than the average for developing counties. In several of these countries, notably in sub-Saharan Africa, over 20 per cent of children are not expected to reach the age of five. Of the 30 countries with the highest number of child deaths, 25 are in the HIPC group. Some 39 million children of primary school age in HIPCs (40 per cent of the total) are not attending school.

12. It was against this background that a decision was taken by the Group of Eight at their summit in Cologne, Germany, in June 1999 to broaden and accelerate implementation of the HIPC Initiative launched in 1996. The Cologne summit articulated as a central objective of the Initiative a greater focus on poverty reduction through release of resources for investment in health, education and social needs. There is still, however, a question as to whether the reform initiative will provide debt reduction of sufficient depth to allow Governments to meet urgent needs. In July 1999, UNICEF and OXFAM proposed three principles for a broad and flexible framework to make the HIPC Initiative a more effective mechanism for poverty reduction. Under this proposal, eligibility for HIPC debt relief should be based on commitment and capacity to reduce poverty rather than solely on meeting macroeconomic targets. Debt relief should augment capacity to reduce poverty, achieve sustained and equitable growth and invest in children and human resources. In addition, the International Monetary Fund should be seen as just one stakeholder in a wider group comprising donors, United Nations agencies and civil society in assessing national commitment and capacity.

13. Reaching global goals for children is rendered even more difficult by declining levels of development aid. In 1998, official development assistance (ODA) recovered some of the ground lost during the 1992-1997 period. But at $51.5 billion (0.23 per cent of the combined gross national product (GNP) of Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC) members, 1998 ODA was still far short of the 1992 level of $60.9 billion (0.33 per cent of combined GNP). Cuts in ODA have hit hardest in poor countries, which are also bypassed by private capital flows, where child mortality is high and access to basic services low. In a welcome move, the ministers of development in Germany, the Netherlands, Norway and the United Kingdom pledged to work together to reverse the decline in ODA, improve aid coordination and focus aid on poverty reduction.

14. The 20/20 Initiative has been an important vehicle for promoting investment in basic social services. Thus far, about 40 developing countries have concluded detailed analyses of their national budgets with a view to improving the quality of, and access to, basic services. Donor agencies are also reporting separately how much of their ODA allocations are directed towards basic education and basic health. In 1999, at the request of the Preparatory Committee for the Special Session of the General Assembly on the Implementation of the World Summit for Social Development, UNICEF prepared a report on 20/20 implementation, with recommendations to strengthen future actions. These recommendations focus on

enhanced partnerships, continued monitoring and implementation, ODA reporting and support, and capacity-building and dissemination of best practices.

15. In an encouraging trend, rising awareness in the corporate sector of the need to address social development concerns is leading to enhanced cooperation between public and private sectors. A number of transnational corporations and private foundations have responded to the challenge from the Secretary-General to establish a compact for development between the private sector and the United Nations. A new initiative launched in January 2000, the Global Alliance for Vaccines and Immunization (GAVI), unites a broad coalition of business leaders, philanthropic foundations, development banks (including the World Bank), Governments and United Nations agencies (including the World Health Organization (WHO) and UNICEF) in an effort to ensure that all children are immunized using every effective vaccine available.

16. Yet 1999 was also marked by a rising number of humanitarian emergencies, causing untold suffering through loss and disruption of lives, destruction of livelihoods and uprooting of peoples. Complex political crises and armed conflicts have created growing insecurity in much of the developing world. Conflicts such as those in Angola, Burundi, Chechnya, the Democratic Republic of the Congo, East Timor and Kosovo have added to the toll of deaths and displacements arising from protracted civil conflicts around the world, in which the poorest and the weakest, particularly women and children, suffer the most.

17. Major natural disasters also wreaked havoc in 1999. The cyclone in Orissa, India, affected 12.7 million people, among them more than 3.7 million children, many of whose schools were destroyed. An earthquake in Turkey claimed over 12,000 lives and left 600,000 homeless. Flooding took a heavy toll in Venezuela. National and international relief efforts to counteract the worst of the suffering in such emergencies, while providing a decisive response, can often divert much-needed aid from longer-term development goals.

18. In all these crises, refugees and the displaced not only face shortages of food, safe drinking water, basic health care and schooling opportunities; they also suffer from the devastating psychological shock of their experiences. Children are particularly vulnerable. Recent relief efforts demonstrate that an emphasis on basic education and psychosocial interventions is key in stabilizing the situation of children in crisis and setting the stage for restoration of their normal lives, thus promoting a bridge between relief and long-term development.

19. The rapidly spreading HIV/AIDS pandemic is cutting a swathe through whole societies, striking its deadliest blow among the poorest and the weakest. In its human and social ramifications, HIV/AIDS constitutes a global emergency, threatening stability, exacerbating inequalities and undermining previous gains in development. Its impact on children is of tragic proportions. As of the end of 1999, 1.2 million children under the age of 15 are estimated to be living with HIV, with 570,000 new cases in 1999. To date, nearly 4 million children under 15 have died of AIDS. An estimated 70 per cent of HIV/AIDS-infected people live in sub-Saharan Africa, where the disease is wiping out much of the progress made in social services in the past decades, putting an intolerable strain on social infrastructures and draining already inadequate financial and human resources.

20. A particularly devastating impact of the HIV/AIDS crisis on children is felt by those left orphaned by the death of parents due to the disease. By the end of 2000, an estimated 10.4 million children who are under the age of 15 will have lost their mother or both parents to AIDS, with 95 per cent living in sub-Saharan Africa. Faced with social stigma, isolation and discrimination, and deprived of adequate structures of care, AIDS orphans are less likely to be immunized, more likely to be malnourished, less likely to go to school and more vulnerable to abuse and exploitation. Nor are these losses abating: in 35 countries, the rate at which children have been orphaned has doubled, tripled or even quadrupled in three years. While the largest numbers of AIDS orphans are in sub-Saharan Africa, there are growing fears that Asia will see the number of orphans triple by the year 2000. Furthermore, over 90 per cent of HIV-infected children under age 15 started life as babies born to HIV-positive women. With continuing increases in infection among girls and women, protective measures and the reduction of mother-to-child transmission become ever more critical.

21. The current allocation of resources to combat the epidemic is grossly inadequate, with AIDS spreading

three times faster than the funding to control it. Current national AIDS activities in Africa in particular must be expanded dramatically and rapidly to ensure an adequate level of response. It is in this context that important initiatives were undertaken in 1999. The Joint United Nations Programme on HIV/AIDS (UNAIDS) launched the International Partnership against AIDS in Africa to encourage visible and sustained political support; help develop nationally negotiated joint plans of action; increase financial resources; and strengthen national and regional capacity. Moreover, as a sign of the growing international concern caused by the pandemic, the United Nations Security Council met in January 2000 to address the impact of HIV/AIDS on peace and security in Africa.

B. Progress towards the major goals

22. It was against this mixed picture of opportunities and challenges in 1999 that households, communities, Governments and non-governmental organizations (NGOs), with support from the international community, attempted to make progress towards the end-decade goals of the World Summit for Children. While notable progress has been made towards some of the goals, particularly in certain regions, achievements remain uneven, thus making it highly unlikely that global targets will be reached by 2000.

Under-five mortality

23. The World Summit goal for 2000 is to reduce the 1990 under-five mortality rate (U5MR) by one third, or to 70 per 1,000 live births, whichever is lower. On the basis of currently available data, while U5MR has been declining in line with the demographic transition occurring in recent years, the pace of decline has been slowing. Moreover, the historical trend risks reversal in the coming years as a result of the increase in deaths due to AIDS, particularly in sub-Saharan Africa.

24. In 1990 it was estimated that 130 million children would die of largely preventable diseases and malnutrition during the last decade of the century. The Summit goal was established on the hypothesis that synergy generated by achieving a number of related goals would prevent these unnecessary deaths and enable a reduction in U5MR by one third or more. The related goals are: elimination of neonatal tetanus; 95 per cent reduction in measles deaths; halving of child deaths caused by diarrhoea; reduction by one third of child deaths caused by acute respiratory infections; availability of family planning education and services to all couples; promotion of breastfeeding; virtual elimination of vitamin A deficiency; reduction in incidence of low birth weight to less than 10 per cent; 50 per cent reduction in child malnutrition; universal basic education and halving of adult illiteracy; and universal access to clean water and safe sanitation. The end-decade review in 2001 provides an opportunity to assess progress made in each of these goals and impact on U5MR.

25. Achievement of goals is most likely where there is stability, effective policies, strong institutions and an adequate flow of resources. Armed conflict, economic recession and massive debt servicing, large-scale natural disasters, the spread of HIV/AIDS and declines in ODA have all seriously compromised progress in the reduction of U5MR. This may explain why the rate of decline has fallen significantly; in the 1980s the rate declined by around 20 per cent, whereas in the 1990s the decline is projected to be less than 10 per cent.

26. At the same time, the past decade has shown that opportunities to deliver essential services for children can be successfully seized in spite of crisis situations. In 1999, important National Immunization Days (NIDS) were conducted in countries affected by war, including Angola and the Democratic Republic of the Congo. Similarly, increasing participation of the private sector in supporting provision of social services, as illustrated by GAVI, is also opening new avenues for reducing preventable deaths.

Maternal mortality

27. The goal is to reduce by one half the 1990 levels of maternal mortality. It is now well recognized that in the short term, for countries without complete vital registration systems, the maternal mortality rate (MMR) cannot be used to monitor maternal mortality reduction. Process indicators, such as the proportion of births attended by skilled attendants, will have to serve instead. There has been marginal change over the past decade in the proportion of births attended by a skilled attendant. Therefore, specific goals to increase such coverage were adopted through the five-year review of the International Conference on Population and Development Programme of Action in 1999.

28. A recent analysis examined the limited data on trends in maternal mortality in a small number of countries with civil registration systems. The data show that while there have been some dramatic declines in levels of maternal mortality in these countries, most of the declines took place during the 1970s and 1980s. Since then, progress has slowed despite the increased interest in the issue generated around the Safe Motherhood Initiative. Lack of progress in the reduction of maternal mortality during the 1990s is undoubtedly due to a complex set of interrelated factors — including overall status of women in society and the lack of respect for women's rights — all of which demand further analysis and action.

29. A positive step forward in 1999 was the agreement of cooperation between Columbia University in New York and UNICEF to reduce maternal deaths and disability in the South Asia region (including Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka). Overall strategies are based on three elements: (a) appropriate technology to reduce delays in the provision of emergency obstetric care; (b) appropriate management to promote efficiency and effectiveness while enhancing leadership, motivation, self-confidence and teamwork; and (c) respect for human rights to ensure that both service providers and those who are served are treated with dignity and in a manner that enhances self-esteem. The impact of such interventions will be felt only over the long term.

Child malnutrition

30. The major goal is to reduce by one half the 1990 levels of severe and moderate malnutrition among children under five years of age. WHO projections suggest that malnutrition in children under five decreased from 32 per cent in 1990 to 27 per cent in 2000. This represents only one third of the targeted reduction to be achieved by 2000. Moreover, the overall decline masks great regional differences. The Latin America and Caribbean region will likely achieve the goal; Asia has experienced some progress at a very low rate; but in sub-Saharan Africa, child malnutrition rates are increasing. The World Bank and UNICEF are currently undertaking an assessment of their work in nutrition, in order to identify what they might do both individually and together to reverse these alarming trends.

31. For some specific micronutrient goals, there has been great progress. About 70 per cent of the world's population is now consuming iodized salt, compared to less than 10 per cent in 1990. As a result of global efforts, millions of babies born each year are saved from the mental impairments of iodine deficiency disorders (IDD). Global partnerships for salt iodization have brought together Governments, private foundations, bilateral donors, United Nations agencies — and especially Kiwanis International — in efforts to eliminate IDD. Ongoing work aims to enlist support of the salt industry, at all levels, in order to build sustainability and to carry out a standardized assessment of household salt iodization across the globe, including through the global salt conference scheduled for May 2000.

32. In 1998 and 1999, remarkable progress was made in providing vitamin A supplements to young children. More than 45 countries, including 30 in Africa, have given vitamin A supplements during NIDs. It is estimated that millions of lives are saved each year because of vitamin A capsules. The Vitamin A Global Initiative, whose partners are the Canadian International Development Agency, the United States Agency for International Development (USAID), the Department for International Development (DfID) (United Kingdom), WHO, UNICEF and the Micronutrient Initiative, continued support for this work throughout the year. Another micronutrient deficiency, anaemia, affects 39 per cent of pre-school age children and around half of pregnant women globally, more than 90 per cent of them living in developing countries. While data are insufficient for trend analysis, there is little indication of improvement.

33. There has been some progress in the promotion of standards in favour of breastfeeding. The number of countries with national legislation that includes all provisions of the International Code of Marketing of Breast Milk Substitutes has risen from 11 in 1994 to 20 in 1999. Forty-six other countries have legislated some parts of the Code and are in the process of legislating additional clauses. The number of baby-friendly hospitals rose to 14,828 by the end of 1999, up from 13,127 in January 1998. While much effort is required to address the prevention of mother-to-child transmission of HIV, consensus among WHO, UNAIDS, UNICEF and other partners on informed choices by HIV-positive mothers is seen as an important milestone. In addition, a major WHO/UNICEF technical consultation on infant and young child feeding was organized in March 2000 to

review progress and identify effective future approaches.

Basic education

34. The goal is to achieve universal access to basic education and completion of primary education by at least 80 per cent of primary school-age children by the end of the decade. The reduction of gender disparity is an important supporting goal. Although the proportion of primary school-age children in school continues to increase globally, disparities between regions in progress made is striking. For instance, the net primary school enrolment in the East Asia and Pacific region has reached levels similar to those in industrialized countries, whereas the rate in sub-Saharan Africa is lower than it was in 1980.

35. Ten years after the World Conference on Education for All (EFA) in Jomtien, Thailand, Governments, development agencies and NGOs have worked throughout the year to establish processes to assess progress towards the World Summit/EFA goals in basic education. These include national measurements of progress based on a set of indicators related to the six EFA goals, and review of educational policies and reforms. Six regional conferences were held during the last quarter of 1999 and the first quarter of 2000 to review country reports and develop regional frameworks for future action. A synthesis of the findings is currently under way. The World Education Forum in Dakar, Senegal, in April 2000 will provide an opportunity to review progress made and to reaffirm national and international commitment to achieving basic education for all children, without discrimination. Efforts will help promote an education system that is inclusive, participatory, gender-sensitive and relevant to the lives of children and society as a whole.

36. At the end of 1999, a number of lessons from the decade have become clear. Analysis of slow progress in education reveals the decisive impact of prevailing economic and social disparities on access to school, completion of basic education and learning achievement. As mentioned in previous reports, an estimated 130 million primary school-age children are not in school, and more than 150 million teenagers have not reached a minimum level of education (grade five), thus limiting their opportunities to participate in shaping the future of their societies. Although gender disparity has been reduced, nearly 60 per cent of out-of-school children are girls, a situation that is particularly visible in South Asia. In light of this, the Secretary-General had requested the UNDG to develop, jointly with other United Nations partners and the World Bank, a 10-year, system-wide Girls' Education Initiative. Disparities in education are not limited to gender. The difference in primary school education between urban and rural locations can be enormous, reaching a 40 percentage point difference in some countries in sub-Saharan Africa.

37. Discrimination and marginalization, armed conflict, political instability and HIV/AIDS are also serious challenges to the realization of a child's right to education. At the same time, education is increasingly recognized as an essential strategy to prevent the spread of the HIV/AIDS pandemic and the stigmatization of affected children. It is vital in order to break the perpetuation of poverty and to heal and reintegrate child victims of violence, abuse and exploitation. For all these reasons, the allocation of resources for basic education, both in national budgets and in the context of development assistance, becomes an urgent priority.

38. Analysis has further revealed the positive impact of community involvement in education, including through the participation of community-based organizations and NGOs. In relation to early childhood care programmes in particular, this approach has shown its special value in helping prepare children for an enriching learning process in school. Moreover, positive experiences of partnerships through sector investment programmes (SIPs) and sector-wide approaches (SWAPs) have been promoted, such as the Education Sector Development Programme in Ethiopia and the Programme for the Advancement of Girls' Education in Zambia. These experiences may become useful references in developing comprehensive education programmes in other countries.

Water and sanitation

39. The goal is to achieve universal access to safe drinking water and to sanitary means of excreta disposal. Preliminary estimates, using new methodologies developed by WHO and UNICEF within the framework of the Joint Monitoring Programme, show that access to improved sources of drinking water and sanitary means of excreta disposal have increased only marginally, and that the number of people lacking access to these basic services has remained essentially unchanged over the decade.

Estimates for 1999 indicate that about 80 per cent of the world population has access to improved water sources and 60 per cent has access to sanitation. This means that over 1 billion persons still lack access to improved drinking water sources and about 2.5 billion lack access to sanitation.

40. A combination of factors, including reduced public investment in basic social services and a decline in ODA during the 1990s, have contributed to this overall lack of progress. Furthermore, a major lesson emerging from a series of consultations organized in 1999 reconfirms that construction of water sources alone does not ensure access to water. The vision emerging from these consultations accords high priority to people's empowerment rather than just to hardware service delivery. Improving water supply and sanitation in schools to promote and encourage early adoption of hygienic practices is also a key area of focus.

41. At the same time, it is encouraging to note significant advances made by a number of countries, many of which are among the most populous in the world. Rural water supply gains are notable in Guatemala, India and the Islamic Republic of Iran. In the area of urban sanitation, China and Indonesia have made progress. In rural sanitation, countries such as Bolivia, Egypt, Pakistan, Peru and Thailand stand out. These examples demonstrate that with commitment, significant strides can be made towards achievement of the water and sanitation goals.

Child protection

42. The goal is to achieve improved protection of children in especially difficult circumstances. The momentum reflected in the late 1990s in conferences addressing child protection issues, including child labour and child sexual abuse and exploitation, gained further ground in 1999, particularly in the development of international standards. A distinct focus was also given to child protection in several policy forums, including in the Security Council, where it has increasingly gained visibility.

43. In June 1999, the International Labour Organization (ILO) Convention Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour was adopted, reaffirming the unacceptability of all forms of slavery or similar practices, including sale and trafficking of children; forced or compulsory recruitment of children for use in armed conflict; child prostitution and pornography; and work which by its nature or circumstances is likely to harm the health, safety or morals of children. UNICEF is collaborating with ILO in the campaign to promote ratification of this new legal instrument.

44. Two draft Optional Protocols to the Convention on the Rights of the Child were finalized by working groups of the Commission on Human Rights. The Optional Protocol on the involvement of children in armed conflict establishes a ban on compulsory recruitment below 18 years of age and calls on States parties to prevent the direct participation in hostilities of persons below that age. The Optional Protocol on the sale of children, child prostitution and child pornography calls for the criminalization of such violations of children's rights and encourages a process of information, education and international cooperation to combat them.

45. Several of these issues are at the heart of current discussions on a draft Convention against Transnational Organized Crime and its additional protocols against the Smuggling of Migrants and to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children. UNICEF has joined with the Office of the United Nations High Commissioner for Human Rights, the Office of the United Nations High Commissioner for Refugees and the International Organization for Migration to express its concern that this Convention and its protocols ensure the proper protection of smuggled or trafficked children, including their right to leave and return to their country, and any additional rights they may have as refugees.

46. Plans are proceeding for a follow-up to the 1996 World Congress against Commercial Sexual Exploitation of Children to assess progress made in the implementation of its Declaration and Agenda for Action. Moreover, a number of Governments, including Cambodia, Costa Rica and Japan, have adopted national legislation to protect children from sexual exploitation. Legislative reform initiatives continue to be undertaken in other areas where the special protection of children is at stake, including in juvenile justice, as was the case in Bulgaria, Lebanon and Russia, where child labour laws have also been addressed.

47. Diverse initiatives are raising the visibility of children with disabilities. These include the Conference on Social Integration in the Russian Federation; creation of a national database for the disabled to facilitate access to basic services and social assistance in Armenia; and establishment of clubs for parents of disabled children in Ukraine. In the Islamic Republic of Iran, a pilot project on "inclusive libraries" has been launched to mobilize major government institutions and NGOs towards a common strategy for children with disabilities.

48. In a further effort to overcome the persistent invisibility of children requiring special protection measures, the end-decade assessment will help strengthen the database on these children, in particular through inclusion in national surveys of modules on child labour and orphans, and through collection of data on disabilities.

III. Progress in preparation of the end-decade review

A. Process of the end-decade review

49. General Assembly resolution 51/186 of 16 December 1996 decided to convene a Special Session in 2001, requesting the Secretary-General to submit to that session a report on the implementation and results of the World Summit for Children Declaration and Plan of Action. This report will comprise an overall assessment of progress, including lessons learned; an analysis of factors that have inhibited or enabled progress for children; and an overview of the remaining challenges and key issues, followed by specific recommendations for the future. Through its resolution 54/93 of 17 December 1999, the General Assembly established an open-ended Preparatory Committee for the Special Session and invited Governments and relevant organizations, as well as regional and subregional organizations, to undertake reviews of progress achieved since the World Summit.

50. The first organizational session of the Preparatory Committee took place in February 2000, with the first substantive session to be held 30 May to 2 June 2000. Proceedings at the first substantive session will include discussion of a report from the Secretary-General, as well as panel discussions on emerging issues, future actions for children, and constraints in implementing World Summit goals.

51. General Assembly Resolution 54/93 recognized the important role played by a broad range of actors and the need for their involvement in preparations for and during the Special Session. In this spirit, the first organizational session of the Preparatory Committee decided that the work of the committee should be open to the participation of NGOs accredited with the Economic and Social Council or with UNICEF. In addition, it was decided to invite participation of NGOs that have a collaborative relationship with UNICEF. Finally, the committee encouraged Governments to include representatives of civil society in their national and regional preparatory processes.

National reviews

52. In his report to the General Assembly in 1998 (A/53/186), the Secretary-General recognized that Governments have a central role to play in the national review process. The most critical tasks are to: (a) assess the current situation of children and women on a goal-by-goal basis; (b) organize reviews and policy discussions; (c) analyse the underlying factors that prevent, or may enhance, further progress in the situation of children and women; (d) devise strategies and allocate resources to deal with these factors, including, where appropriate, the provision of ODA, while intensifying the use of available technologies and proven approaches to tackle immediate challenges to the realization of children's rights; and (e) strengthen national capacity and participatory decision-making processes, thereby building a sound foundation for the ownership and sustainability of all interventions.

53. Following resolution 54/93, and recalling commitments made at the World Summit for Children and arising from the virtually universal ratification of the Convention on the Rights of the Child, the Secretary-General has asked world leaders to undertake reviews in their countries, urging that they be "fully participatory and receive support from the highest levels of government". Such reviews should assess progress in the past decade in a manner to help guide actions for the future; ensure that World Summit follow-up is effectively integrated with actions to implement recommendations of the international conferences in the 1990s; and take account of the obligations emanating from ratification of the Convention on the Rights of the Child.

54. Reviews to be conducted at the national level provide a special opportunity to stimulate greater awareness of, and commitment to, children's rights on the part of government bodies, other national institutions and society at large, including children and youth. The review process may, in addition, be used to broaden partnerships for and with children, promote increased accountability for children and strengthen commitments for future actions on their behalf.

55. National reviews should, as far as possible, build upon: existing processes and mechanisms, including reviews conducted in the context of other major United Nations conferences; implementation and reporting processes under the Convention and other applicable treaties; reviews developed for relevant regional conferences, including as a follow-up to the World Summit; and established mechanisms for data collection, analysis and use.

56. In assessing the situation of children and women, the use of a common set of global indicators, including those developed through extensive consultation within UNICEF and with WHO, the United Nations Educational, Scientific and Cultural Organization (UNESCO), ILO and major research institutions, should be encouraged. Such an approach will greatly facilitate the aggregation and comparison of data across countries and regions, the identification of regional and global trends and issues, and the eventual production of the report of the Secretary-General, to be completed by July 2001.

57. In light of the virtually universal ratification of the Convention on the Rights of the Child and the large number of reports already submitted by States parties (176 initial and periodic reports to date), Governments may wish to refer, when preparing their national reviews, to the thematic clusters of children's rights promoted by the Committee on the Rights of the Child.

58. National reviews should pay particular attention to relevant provisions of the World Summit Plan of Action, in particular paragraphs 34 and 35. This will require, *inter alia*, an assessment of the extent to which national programmes of action have achieved their intended purposes, including the extent to which their development and subsequent implementation has been integrated with or has influenced national and subnational planning and policy processes. Reviews should also consider budget allocations for children, including development assistance budgets; national monitoring systems of children; partnerships for and with children; efforts deployed by Governments, industry and academic institutions to increase basic and operational research and achieve better results for children; and progress in the field of international cooperation.

59. As mentioned in the present report, armed conflicts, the spread of the HIV/AIDS pandemic and steadily widening social and economic disparities between and within countries constitute major challenges to sustainable human development and the fulfilment of children's rights. They compromise achievement of the goals of the World Summit for Children. For this reason, national reviews should pay special attention to the impact of such phenomena and consider strategies that may help reverse these trends.

60. Reports submitted by Governments on their national reviews will inform the development of the report of the Secretary-General and discussions at such additional substantive sessions of the Preparatory Committee as may take place in 2001. Country reports should be completed by December 2000.

Regional process

61. At the regional level, inputs will be built upon existing processes, such as the ministerial conferences established to review progress towards the goals of the World Summit. In this regard, it is important to recall that the South Asian Association for Regional Cooperation has declared 2000-2010 the decade of children's rights, with a regional end-decade review planned as part of its preparations for the Special Session. In East Asia and the Pacific, a ministerial consultation on children and development is planned for early 2001 in Beijing, following four others held since 1990. In Latin America and the Caribbean, four ministerial meetings have been held since the World Summit to assess and analyse progress towards the goals. The most recent of these, held in Lima, Peru, in November 1998, adopted the Lima Accord, setting out specific actions to be implemented by countries of the region before the year 2000 in order to accelerate progress. The next ministerial Meeting on Children and Social Policy in the Am[illegible]as will be held in Jamaica in October 2000. At the most recent Ibero-American Summit, held in Havana, Cuba, in November 1999, it was decided that the central theme of the Tenth Ibero-American Summit, to be held in Panama in November 2000, will be "Children and Adolescents".

62. It is hoped that these and other regional initiatives will reinforce political commitment and accountability to children and will contribute to the end-decade review process in building global consensus on the major remaining challenges and priorities for future action. Building on national-level analyses, reviews and policy discussions, these and other regional processes can help identify and synthesize overall trends and lessons learned; highlight regional disparities; promote the cross-fertilization of experiences, thereby influencing national processes; and promote solidarity within the region.

At the global level

63. UNICEF, other international organizations and donors will encourage and support Governments in conducting the end-decade review, including through the contribution of their own analyses and identification of their strategies for the future. Increased inter-agency cooperation will greatly facilitate inputs in the end-decade review by other United Nations agencies. At the country level, introduction of the UNDAF/CCA process has added a new dimension and created important opportunities, not least by stressing the importance of the substantive agendas of United Nations conferences, including the World Summit for Children, and conventions such as the Convention on the Rights of the Child, in guiding United Nations cooperation at the country level.

64. Paragraph 35 of the World Summit Plan of Action calls for the full cooperation and collaboration of relevant United Nations agencies and organs in achieving the goals. The governing bodies of concerned agencies are requested to ensure that within their mandates the fullest possible support be given to achievement of the goals. Similarly, article 45 of the Convention on the Rights of the Child encourages international cooperation and recognizes the role of United Nations agencies in supporting implementation of the Convention in their respective mandates. It is therefore hoped that their involvement in the end-decade review will further promote the mainstreaming of children's rights and the achievement of development goals for children as part of the pursuit of their own mandates. In this regard, it is important to recall discussions at the 1999 annual session of the Executive Board on the preliminary recommendations of UNICEF for future global action for children and the focus of the organization beyond 2000. The aim is to ensure that as infants begin life, they are healthy and nurtured in a caring environment that enables them to be physically healthy, mentally alert and emotionally secure and able to learn; that all children have access to and complete basic education of good quality; and that adolescents have opportunities to develop fully their individual capacities in a safe and enabling environment, in order to participate in and contribute to the development of their own societies.

65. Development and implementation of the end-decade assessment has involved very extensive work with United Nations agencies and other international and national organizations. Extensive consultation has been promoted for the identification of a common set of indicators used, *inter alia*, in relation to the EFA assessment and in the area of water and sanitation. As described below, the same spirit of collaboration paved the way for development of the end-decade household survey questionnaire and manual for the multiple indicator cluster survey (MICS2) developed by UNICEF, with participation of WHO, UNESCO, ILO, UNAIDS, the United Nations Statistics Division, the Centers for Disease Control and Prevention, MEASURE (USAID) and major research institutions.

66. In the spirit of the World Summit Plan of Action, international development agencies and regional institutions, including political and economic organizations, are also expected to participate in the end-decade review process. They will be invited to report on their own reviews or progress over the decade, including steps taken to achieve Summit goals and agreements, mutual cooperation for their implementation, and monitoring.

67. In accordance with resolution 54/93, the Committee on the Rights of the Child will be associated with the end-decade review process. This will provide an opportunity for this treaty-monitoring body to inform the preparatory process and the Special Session of its assessment of major trends in the implementation of the Convention. Similarly, the Special Representative of the Secretary-General for Children and Armed Conflict and the Special Rapporteur on the Sale of Children, Child Prostitution and Child Pornography will be invited to contribute in the areas of their respective mandates, thus enabling the review process to ensure special attention to major areas of concern affecting the degree of fulfilment of children's rights.

B. Improving data on the situation of children

68. The World Summit Plan of Action requested "the assistance of the United Nations ... to institute appropriate mechanisms for monitoring the implementation of the Plan of Action, using the existing expertise of the relevant United Nations statistical offices, the specialized agencies, UNICEF and other United Nations organs". In responding to this request, UNICEF has pursued two major thrusts: working with others to help countries improve their data; and providing substantial and direct support to countries to fill data gaps through household surveys.

69. Many United Nations agencies and other international organizations are involved in collecting, analysing and reporting data related to the situation of children. These include WHO, UNESCO, ILO, UNAIDS, the United Nations Population Fund, United Nations Population Division, United Nations Statistics Division, World Bank, OECD, USAID and DfID. UNICEF is working with these organizations in strengthening and using the data they have obtained to minimize duplication and stress on country-level data systems.

70. In the context of cooperative efforts, two relatively recent initiatives are of particular note: the UNDAF and the OECD report "Shaping the 21st Century: the Contribution of Development Cooperation" (OECD21). The UNDAF process, through the CCA, is developing, at country level and across the United Nations funds and programmes, a shared assessment of the country situation in the context of objectives of international conferences and conventions. Indicators in this process are consistent with those used by UNICEF in the end-decade assessment.

71. OECD21 aims to monitor social and economic progress in the twenty-first century, using a small number of key indicators. Recent meetings of the Economic and Social Council, and of international organizations and major donors held in Paris, are helping develop a major programme to support the improvement of national statistical data systems. Once again, the indicators used in OECD21 are consistent with those used by UNICEF in the end-decade assessment.

72. While these recent initiatives show promise in helping fill gaps in data on children, there is a great deal of current data on children that is lacking. Experience from the mid-decade assessment of the situation of children has demonstrated that the MICS household survey tool enables countries to produce data that can meet rigorous international requirements in terms of relevance and quality. By 1996, 60 developing countries had carried out stand-alone MICS, and another 40 countries had incorporated MICS modules into other surveys.

73. A 1997 evaluation of the mid-decade MICS, together with other lessons learned, were used in developing the end-decade MICS2. Indicators developed in 1993 with WHO and UNESCO to monitor progress towards World Summit goals were revised in 1998, taking into account experience gained from the mid-decade assessment, and in consultation with many United Nations and other partners. The revised indicators not only reflect the goals of the World Summit for Children, but also include a small set of additional indicators on child rights, including child labour, birth registration and such emerging issues as *HIV/AIDS*.

74. In supporting countries to fill gaps in data, at both national and subnational levels, and to improve their capacity, UNICEF is providing financial and technical support to the MICS2 initiative. Technical support is more wide-ranging and detailed than at mid-decade. Specific attention is given to strengthening data processing, analysis and report writing, which were identified as areas of weakness in the evaluation of the mid-decade MICS. Subnational data collection and analysis are being encouraged in order to identify disparities and focus action in areas of greatest need.

75. Regional workshops are a major component of the MICS2 technical support. Three sets of workshops focus on survey planning and data collection; data processing; and data analysis and report writing. Six workshops on survey planning and data collection have already been completed. Each has had major participation by government partners involved in national statistical data systems and in implementing MICS2 in countries within the region. The workshops have included facilitators who have extensive experience with survey activities at international and regional levels.

76. The regional data processing workshops, which have recently begun, are providing hands-on experience to national government staff in using existing and familiar software in processing MICS2 data. All MICS2 data are being processed within originating countries, further helping build local capacity.

77. Implementation of MICS2 at the country level is currently in progress, with 66 countries expected to carry out stand-alone surveys, and more than 40 others expected to include questionnaire modules in other national household surveys. Results from these surveys are scheduled for the end of 2000.

IV. Recommendations

78. The Executive Director *recommends* that the Executive Board adopt the following draft decision:

The Executive Board

1. *Takes note* of the overall progress being made in the implementation of the Declaration and Plan of Action of the World Summit for Children and its contribution to the realization of children's rights;

2. *Recognizes* that extraordinary efforts are needed to accelerate progress towards the end-decade goals and, in this context, *urges* Governments to adopt all appropriate measures, including allocation to the maximum extent of available resources for action in favour of children, and promotion of universal access to basic social services;

3. *Recognizes* that increasing challenges compromise progress in the achievement of the World Summit goals and acknowledges that UNICEF should continue its advocacy and direct programme work to ensure the realization of the rights of children affected by armed conflict and HIV/AIDS;

4. *Requests* donor Governments to reverse the decline in ODA, in order to support efforts aimed at the achievement of the World Summit goals and universal access to basic social services, especially in those countries with greatest needs;

5. *Requests* Governments to conduct reviews at the national and subnational levels to assess progress made in the achievement of World Summit goals, including lessons learned, and to identify strategies for future action, and further requests they report thereon to the Secretary-General;

6. *Requests* the Executive Director to continue to advocate for and support efforts by Governments and other relevant actors in civil society to achieve the end-decade goals, within the framework of national and subnational programmes of action;

7. *Welcomes* the efforts made by UNICEF to strengthen national capacities for the collection and use of data to monitor progress towards the end-decade goals, and *encourages* the Executive Director to continue to work with Governments and other partners towards that end;

8. *Requests* the Executive Director to continue to cooperate with United Nations agencies and other partners at the international and national levels to promote the achievement of the World Summit goals and in the preparation of the Special Session of the General Assembly in 2001;

9. *Further requests* the Executive Director to support the Secretary-General in the preparation of his report on the end-decade review in 2001, including an overall assessment of progress achieved and lessons learned during the decade, an analysis of the main factors that have inhibited progress, an overview of remaining challenges and issues, and specific recommendations for the future;

10. *Further requests* the Executive Director to report to the Executive Board on the implementation of the present decision at the 2001 annual session.

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For information

UNICEF Core Corporate Commitments in emergencies

Summary

This report was prepared in response to Executive Board decision 1997/7 (E/ICEF/1997/12/Rev.1), and as a follow-up to document E/ICEF/1997/7 on "Children and women in emergencies: strategic priorities and operational concerns for UNICEF", which confirmed the UNICEF commitment to partnership in emergency action and to the special protection of victims of armed conflict, disasters and all forms of violence.

The present report draws upon the diverse experiences of UNICEF in recent crises and elaborates on the UNICEF approach to ensuring an effective response to the needs of children and women affected by unstable situations, through mutually reinforcing actions in the areas of humanitarian policy, global advocacy and humanitarian response. The report also addresses the issue of humanitarian response through a set of "Core Corporate Commitments" (CCCs), in which capacities to forecast and respond to crises and/or unstable situations are mainstreamed into the programming and operational approach of UNICEF at country, regional and global levels. A matrix is included which outlines the four components of CCCs and defines the parameters of these commitments.

* E/ICEF/2000/9.

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I. Introduction

1. The present document is a follow-up to the report on "Children and women in emergencies: strategic priorities and operational concerns for UNICEF" (E/ICEF/1997/7), which was presented to the Executive Board at its first regular session of 1997. The main elements outlined in the document confirmed the commitment of UNICEF to work in partnership with United Nations and other agencies in emergencies, and to ensure the protection of victims of armed conflict, disasters and all forms of violence.

2. The central role of UNICEF in unstable situations is the implementation of programme activities for children and women, with particular emphasis on advocacy; assessment and coordination; and care and protection of vulnerable children. In these efforts, UNICEF implements an integrated approach in meeting the rights and needs of children and women in crisis, based on recognition of the complex range of factors and the relationships between physical and emotional security, social and cognitive development, and health and nutritional status. This integrated approach provides a wide perspective for assessing and addressing the needs of children and women in a humanitarian context.

3. The diversity of experience gained by UNICEF over the past several years in implementing this approach has highlighted the organization's commitment to providing support to children and women affected by unstable situations, through mutually reinforcing actions in the areas of humanitarian policy, global advocacy and humanitarian response.

A. Humanitarian policy

4. The mandate of UNICEF calls on the organization to collaborate closely with national Governments, other humanitarian actors within the United Nations system and non-governmental organizations (NGOs) to ensure the protection of, and special assistance to, children in crises and unstable situations. In the mission statement, as contained in document E/ICEF/1996/AB/L.2 and adopted by the Executive Board in decision 1996/1 (E/ICEF/1996/12/Rev.1), the role of UNICEF in the protection of children is clearly articulated: "UNICEF is committed to ensuring special protection for the most disadvantaged children — victims of war, disasters, extreme poverty, all forms of violence and exploitation ... . UNICEF responds in emergencies to protect the rights of children." Particular focus has been placed on ensuring that the position of UNICEF in humanitarian affairs is represented and furthered at the policy level, both within the organization and in various inter-agency forums. Special emphasis has been placed on the inclusion of the protection concerns of children and women within the framework of the Inter-Agency Standing Committee.

5. UNICEF continues to develop policies and strategies for the protection of children and women in unstable situations, working closely with its partners at field and global levels. Action in this regard includes the promotion of instruments of protection and international standards of humanitarian assistance; development of inter-agency policies on the protection of the internally displaced and against the proliferation of small arms; development of field-based initiatives for internally displaced persons; development of guidelines for landmine awareness and education; policies and standards for support to unaccompanied and separated children; standards for protection of children from the effects of sanctions; and training on international standards and guiding principles for humanitarian action and peacekeeping in support of children and women in times of crisis.

B. Global advocacy

6. As described in document E/ICEF/1997/7, the focus of UNICEF global advocacy is the basic humanitarian obligation to protect children and women against the effects of natural and man-made disasters and armed conflict. The rigorous application of existing standards covering the rights of children is sought, as are specific assurances of access to humanitarian assistance and an end to the deliberate targeting of children.

7. UNICEF partnerships and action on behalf of children affected by armed conflict are guided by the organization's Anti-War Agenda, by the findings of the report of Graca Machel on the "Impact of Armed Conflict on Children", and by the Peace and Security Agenda for Children, as outlined by the Executive Director at the Security Council Open Briefing on the Protection of Civilians, held in February 1999. The

main areas of action are: a global call for an end to the use of children as soldiers; increased protection for humanitarian assistance and humanitarian personnel; humanitarian landmine action; protection of children from the effects of sanctions; inclusion of specific provisions for children in peace-building efforts; an end to the impunity of war crimes, especially against children; and early warning and preventive action in support of children. In this regard, the adoption of two landmark instruments, Security Council resolution 1261 of 25 August 1999 on Children Affected by Armed Conflict and Security Council resolution 1265 of 17 September 1999 on the Protection of Civilians in Armed Conflict, are clear indications of the growing prominence of children's issues on the Security Council agenda.

8. UNICEF continues to promote the adoption of the Optional Protocol to the Convention on the Rights of the Child, in close collaboration with United Nations and NGO partners, to establish 18 as the minimum age of recruitment and participation in hostilities. UNICEF has strongly advocated the ratification of the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Landmines and Their Destruction, which entered into force in March 1999. In coordination with the United Nations Mine Action Service, UNICEF has been designated responsible, within the United Nations system, for promoting landmine awareness worldwide; and working to assure universality of the convention, as well as global adherence to its principles. In all areas of global advocacy, UNICEF works in close collaboration with its key United Nations partners, such as the Office of the United Nations High Commissioner for Refugees (UNHCR), the Office of the United Nations High Commissioner for Human Rights (UNHCHR), the World Food Programme (WFP), the World Health Organization (WHO), the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) and the Office of the Special Representative of the Secretary-General for Children and Armed Conflict.

C. Humanitarian response

9. UNICEF efforts in helping to provide care and protection for children and women in unstable situations is derived from the principles of the Convention on the Rights of the Child and other international legal standards. UNICEF has completed a series of internal activities to reinforce its capacity to respond rapidly, appropriately and effectively to emergencies that threaten the survival and well-being of children and women. The underlying principles of these activities are based on the following: (a) humanitarian response strategies must be integrated with political and advocacy initiatives as part of a comprehensive, rights-based approach to programming; (b) a clear coordination framework — both internally and within an inter-agency context — must be established as quickly as possible; and (c) initial response and life-saving assistance should move rapidly towards medium- and long-term solutions, with an emphasis on community-based recovery strategies.

II. Core Corporate Commitments

A. The Martigny Global Consultation

10. The present document addresses the UNICEF response to crises at the programmatic level and, specifically, Core Corporate Commitments (CCCs) to ensure effective action at the onset of crises. The rapid proliferation of economic crises, natural disasters and complex emergencies poses a major challenge to UNICEF. The humanitarian, human rights and political implications of these emergencies have challenged the organization to strengthen its strategies in order to ensure the survival, protection and development of children.

11. In September 1998, UNICEF convened the Martigny Global Consultation in Switzerland to formulate a set of recommendations to improve UNICEF responsiveness to children in unstable situations, within the context of a mainstreamed programme approach. It was agreed that the organization should enhance its capacity to predict and respond to a changing global environment, marked by increased frequency and intensity of civil strife, armed conflict and natural disasters. To achieve this end, a more predictable and effective response to sudden changes or crises, and more flexible programming and operational procedures, were seen as necessary.

12. Since the consultation, improvements have been made in organizational capacity in four critical areas: (a) coordinated action in support of children and women; (b) assessment and vulnerability analysis;

(c) effective delivery of UNICEF CCCs and competencies to ensure life-saving support, especially at the onset of crises, in order to advocate and sustain support throughout the transition from relief to development; and (d) planning, management and monitoring of programme responses to the rights and needs of children and women.

B. Key elements of Core Corporate Commitments

13. A primary outcome of the Martigny Consultation was the identification of a minimum set of CCCs that constitutes the organization's initial response to protection and care of children and women in unstable situations. The CCCs fall into four principal areas:

(a) Rapid assessment: The ability to conduct an immediate assessment of the situation of children and women in areas of crisis; and an objective assessment of the measures needed to ensure effective UNICEF country office management of the situation, and of the UNICEF response;

(b) Coordination: The capacity to assume a coordinating role for sectoral support and to initiate appropriate strategies for initial response in collaboration with United Nations and other partners;

(c) Programme commitments: Policy and programme guidance in the required interventions to assist field staff in designing and implementing responses to the assessed situation of children and women, in cooperation with national counterparts and international partners. This commitment entails a process of continued monitoring and evaluation of UNICEF humanitarian activities; and

(d) Operational commitments: Organizational capacity, procedures and resources (funds, staff and supplies) to ensure that the appropriate programmatic response will be available on a timely basis. This includes the ability to provide humanitarian coordination in selected instances.

(See annex for details.)

C. Implementation of Core Corporate Commitments

14. CCC implementation entails accountability for preparedness and support at all levels of the organization.

Country office

15. Country office responsibilities include:

(a) Primary responsibility for early warning, assessment, preparedness and response in the country;

(b) Assessment of the preparedness and response capacity of partners;

(c) Primary responsibility for liaison and coordination with other United Nations agencies involved in emergency response, including OCHA, UNHCR, WFP, WHO and the inter-agency coordination mechanisms established in emergency-affected areas and in capitals;

(d) Primary responsibility for maintaining and strengthening relations with donors at the country level, in order to share information and increase collaboration;

(e) Identification of specific areas where support is required from regional offices and headquarters;

(f) Contribution to regional and/or global efforts to provide support for crises in other countries;

(g) Development of closer collaborative arrangements with partners, and formulation of effective mass media strategies; and

(h) Timely monitoring and evaluation, and reporting on developments and response mechanisms.

Regional office

16. Regional office responsibilities include:

(a) Primary responsibility for preparedness and coordination of response in the region (e.g., cross- or multi-country emergencies);

(b) Coordination or provision of training in emergency early-warning preparedness and response for country offices;

(c) Integration of vulnerability analysis and preparedness into the country programming processes

(including situation analyses and United Nations Development Assistance Frameworks (UNDAFs));

(d) Preparation of regional standby arrangements and/or stockpiles of critical inputs needed for rapid deployment;

(e) Identification of human resources in the region, and maintenance of a roster of available staff and consultants, for rapid deployment;

(f) Identification of specific areas where support is required from headquarters (including Supply Division in Copenhagen);

(g) Contribution to global efforts to provide the support required for crises in other regions; and

(h) Oversight, monitoring and evaluation of the programmatic response at country level.

Headquarters

17. Headquarters responsibilities include:

(a) Coordination or provision of global training in emergency preparedness and response;

(b) Preparation of global standby arrangements for critical inputs so that they are available for rapid deployment;

(c) Provision of appropriate programme guidance and support, including review of programme content and clearance of the Consolidated Appeal Process;

(d) Integration of vulnerability analysis and preparedness into global guidelines for country programming processes (including situation analyses and UNDAFs);

(e) Identification of global human resources and maintenance of a roster of available staff and consultants, for rapid deployment when needed;

(f) Definition of UNICEF global policies, rules/regulations and procedures;

(g) Identification of specific areas where support is required from various regions and headquarters offices;

(h) Coordination of the efforts of operational support divisions (Division of Financial and Administrative Management, Division of Human Resources, Division of Communication, Information Technology Division, Supply Division, Office of Internal Audit) required during crisis situations in all regions;

(i) Provision of liaison and coordination with other United Nations agencies involved in emergency responses, including OCHA, UNHCR, UNHCHR, WFP, WHO, the Special Representative of the Secretary-General for Children and Armed Conflict and the inter-agency coordination mechanisms in New York and Geneva;

(j) Support of country offices and regional offices in analysis and early warning of potential or impending crises, including immediate notification of crises reported in the international media;

(k) Coordination of security of staff in the preparedness phase and when a crisis occurs, including liaison with the United Nations Security Coordinator (UNSECOORD);

(l) Close collaboration with sister agencies in the identification and training of humanitarian coordinators; and

(m) Provision of advice and guidance, and assurance of capacities in country offices, for effective United Nations coordination.

Annex

CORE CORPORATE COMMITMENTS:
IMMEDIATE RESPONSE

A. RAPID ASSESSMENT

In consultation and collaboration with partners, UNICEF will:

1. Carry out a rapid assessment of the situation of children and women. This situation analysis will be undertaken from a gender and child rights perspective, and will draw upon baseline data compiled in the preparedness phase.

2. Compare general assessment of situation with specific implications for UNICEF. Programme sectors of concern to UNICEF are: health and nutrition; education; child protection; and water supply and sanitation.

   - Compile basic data required by UNICEF to analyse and plan, including: mapping of likely population displacements, logistics capacities, potential partners and Geographic Information Systems.
   - Determine organization's capacity to function in the field: ascertain presence of telecommunications infrastructure, vehicles, office premises, warehousing, access and mobility.
   - Establish organizational structure for response, staff functions and staffing plans. Identify partners; logistical arrangements and options; telecommunications/information technology and other equipment requirements; and military liaison needs.
   - Assess financial and administrative capacity in country, including sources of cash, banking and financial systems, methods of disbursement of funds and security of assets.

3. Undertake a rapid assessment of staffing requirements, both for UNICEF and on an inter-agency basis, and identify possible needs for staff in:

   - Programme coordination
   - Operations and security
   - Supply and logistics
   - Monitoring and evaluation
   - Communications
   - Telecommunications, information technology
   - Finance and administration

4. Ensure availability of a standard package of documents in field offices and at headquarters at the onset of an emergency. Package should include information and guidance on standard procedures for operations, administration, finance, security, supply and logistics, human resources, telecommunications and office set-up checklists, as well as the Programme, Policy and Procedures Manual.

5. Undertake rapid review of security preparedness in country and field offices and provide appropriate guidance.

   - Determine exact nature of crisis, potential developments and the implications of both for staff security. If there are any staff in location, establish their exact whereabouts; determine safety, extent of injuries and local capacities to treat staff; and arrange for medical evacuation.
   - Determine security implications of deploying additional staff to the affected country/area.
   - Review security plans, including relocation, evacuation and safe haven alternatives, with the country and regional offices.

B. COORDINATION

In collaboration with all partners, UNICEF will:

1. Maintain capacity to assume a coordinating role for:

   - Life-saving public health interventions in support of children and women;
   - Provision of infant feeding and nutrition rehabilitation services for children;
   - Child protection and psychosocial support;
   - Unaccompanied children;
   - Education.

2. Initiate strategies for inter-agency coordination in areas of primary concern to UNICEF.

3. Identify partners, in particular United Nations agencies and NGOs, for interventions in the areas of health, nutrition, education, child protection and water and sanitation.

C. PROGRAMME COMMITMENTS

HEALTH AND NUTRITION
To ensure the provision of basic health care services, including medical assistance for children and women, in collaboration with all partners, UNICEF will:
1. Provide essential supplies, including: emergency health kits (essential drugs); oral rehydration salts; basic clinical equipment (e.g., supplementary health kits); fortified nutritional products; micronutrient tablets (vitamin A, iron and folic acid, multiple micronutrients); and blankets.
2. Provide measles vaccinations and critical inputs, for example, vaccines, cold-chain equipment, syringes, training, and financial support for advocacy and for the immunization of children between 6 months and 12 years of age among target population. A companion dose of vitamin A will be provided as required.
3. Provide tetanus toxoid and such other critical inputs as vaccines, cold-chain equipment, syringes, training, and financial support for advocacy and for the immunization of pregnant and lactating women, as well as adolescent girls.
4. Based on rapid assessments and agreed roles and responsibilities among key partners, initiate and support therapeutic and supplementary feeding programmes for children and pregnant and lactating women.
5. Ensure the provision of messages on health and nutrition issues, including the importance of breastfeeding and safe motherhood practices.
EDUCATION
To ensure the re-establishment of basic education services for children and women, in collaboration with all partners, UNICEF will:
1. Establish "safe environments for children" for learning, recreation and psychosocial support.
2. Initiate basic education services, in collaboration with communities and camp and local government authorities.

3. Provide education kits and basic learning materials for primary school children.
CHILD PROTECTION
To ensure the protection, care and well-being of children and women, in collaboration with all partners, UNICEF will:
1. Ensure the identification, registration and medical screening of unaccompanied children, with priority given to preventing separation of children under five; ensure the registration of all parents who have lost their children; and provide leadership and support for photo tracing and for care and protection of separated children.
2. Provide orientation and financial support to local partners and social workers involved in tracing, care and reunification; and ensure the provision of tracing kits for partners.
3. Where necessary, initiate the process of development, refinement and field testing of appropriate mine awareness materials for implementation of mine awareness programmes.
4. Identify and address violation of children's rights through advocacy and work with United Nations and NGO partners.
5. Develop, provide and strengthen psychosocial support services for children and their caregivers.
WATER SUPPLY AND SANITATION
To ensure the initial provision of water and sanitation for children and women, in collaboration with all partners, UNICEF will:
1. Ensure the availability of a minimum safe water supply, through provision of technical and material support to external implementing partners.
2. Provide bleach, chlorine or purification tablets, and detailed user and safety instructions in the local language.

3. Provide jerry cans, or appropriate alternative, with user instructions and messages, in the local language, on handling of water and disposal of excreta and solid waste.
4. Provide soap and disseminate key hygiene messages on the dangers of cholera and other water- and excreta-related diseases.
5. Facilitate safe excreta and solid waste disposal through provision of: shovels; cash for contracting local service companies to dispose of solid waste; messages on the importance of keeping excreta (including infant faeces) buried and away from habitations and public areas; messages on disposal of human and animal corpses; and instructions on, and support for, construction of trench and pit latrines.

D. OPERATIONAL COMMITMENTS

HUMAN RESOURCES
To ensure the deployment of required staff to support programmes for children and women, in collaboration with all partners, UNICEF will:
1. Initiate contact with regional and country offices and with external partners, such as agencies with standby arrangements, to establish the availability of staff in location; and arrange deployment.
2. Establish a screening mechanism and checklist to ensure that all core staff deployed to emergencies have received orientation and briefings in relevant areas.
3. If relocation and evacuation are required, make necessary arrangements to support relocated staff.
INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS
To ensure the establishment of telecommunications, VSATs (Very Small Aperture Terminals) and Programme Management Systems (PROMS) in emergency areas, UNICEF will:
1. Based upon the rapid assessment, identify and ensure the supply of specific telecommunications needs for the office.

2. Establish PROMS in emergency areas, and/or activate structures at headquarters and regional office to run PROMS in emergency and remote locations; and ensure the presence of trained UNICEF staff responsible for PROMS.
SUPPLIES AND LOGISTICS
To ensure the availability of supplies and appropriate logistics support for effective and timely fulfilment of the programme CCCs, UNICEF will:
1. Mobilize stock of essential supplies (programme and support) from UNICEF Supply Division, using available funds, which may include Emergency Programme Funds or Central Emergency Reserve Funds.
2. Activate existing standby arrangements with manufacturers and transporters for specific emergency requirements at all levels.
3. Activate emergency local procurement procedures (notifying vendors, revalidating tenders and requesting local procurement authority).
4. Determine cross-border procurement capacities and possibility of collaboration with the regional office.
5. Review arrangements with other United Nations agencies for shared logistics capacities, including use of warehousing.
FUND-RAISING / DONOR RELATIONS
To ensure that resources are made available to fulfil the programme commitments through the Consolidated Appeal Process, individual donor appeals and Flash Alerts, UNICEF will:
1. Initiate donor contact in order to process proposals, donor appeals and Flash Alerts effectively and immediately.
2. Ensure the availability of information packages on contribution management and reporting formats at regional and country office levels and in the emergency area.
3. At the onset of crisis, designate individual focal points in field and at headquarters to assign responsibility for donor liaison, proposal drafting and reporting.

MEDIA AND COMMUNICATIONS
To ensure that an appropriate and effective mass media and communications strategy is developed and implemented, with the concerned country offices, highlighting the effects of the crisis on children and women, UNICEF will:
1. Develop and implement a communications strategy and plan of action for media relations during the emergency.
2. Develop an advocacy strategy and plan of action, within a child rights framework, for the particular emergency; this includes the use of appropriate mass media techniques.
FINANCE AND ADMINISTRATION
To ensure the establishment of an efficient financial and administrative management structure, with regional office and headquarters support, for effective implementation of the programme CCCs, UNICEF will:
1. In consultation with headquarters, establish appropriate fund management and disbursement modalities.
2. Ensure that internal oversight systems are in place and functional from the onset of the crisis. In particular, formulate a checklist of immediate measures to be undertaken and assure measures are carried out; and formulate and implement a checklist of minimum procedures to be followed.
3. Ensure availability of checklists to guide representatives and operations officers on best operational and staff management practices in emergencies.

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Emerging issues for children in the twenty-first century

Summary

General Assembly resolution 54/93 of 7 December 1999 calls upon the United Nations Children's Fund (UNICEF) to assist in the process of preparation for the special session of the General Assembly in 2001 for follow-up to the World Summit for Children. In operative paragraph 9 of the resolution, the Secretary-General is requested, with the support of UNICEF, to assist the preparatory committee in providing substantive input to the process, including a report on emerging issues. The present report analyses emerging issues for children in the twenty-first century and makes proposals for future action for children.

The report reviews the progress for children since the World Summit in 1990 and draws on lessons learned over the course of the decade. It examines major challenges facing children: deepening poverty and greater inequality; proliferating conflict and violence; the deadly spread of HIV/AIDS; and continuing discrimination, particularly against women and girls. The report argues that major progress in human development is possible within a single generation if the global community will commit to three key areas: the best possible start for children in their early years; a good quality basic education for every child; and an enabling environment for adolescents as they develop their capacities.

The Executive Director of UNICEF wishes to draw the attention of the UNICEF Executive Board to this document, which is presented for information. The views of the Executive Board will be transmitted to the preparatory committee of the special session as a conference room paper, for information, at its substantive session to be held from 30 May to 2 June 2000.

* E/ICEF/2000/9.

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I. Introduction

1. Ten years have passed since the World Summit for Children and the entry into force of the Convention on the Rights of the Child, which galvanized thinking and action in support of children worldwide. The experience of that decade and an assessment of many years of development work, together with a world changed profoundly since 1990, have prompted a new way of looking at children's rights and well-being — and their central role in human development as a whole.

2. The time is right to formulate future actions for children that are based on the commitments, unfinished business and lessons of the last decade, and that provide both a vision and a framework. It is also a time for dialogue and consensus among a wide range of partners who share a common concern for children's rights and human development. It is hoped that this dialogue will lead to agreement on future priorities for the well-being of children and to clearer global objectives and indicators to assess progress.

3. Future actions for children must challenge all countries to aim for significant human development gains within one generation. This is a feasible proposition if children's and women's rights are respected, protected, fac.''tated and fulfilled, and if those in positions of power and influence at all levels commit themselves to achieving a set of priority outcomes for children within the next 10 to 15 years.

A. Special session of the General Assembly

4. Future actions for children in the twenty-first century must be guided by the Convention on the Rights of the Child, which was adopted by the United Nations General Assembly in resolution 44/25 of 20 November 1989 and has since been almost universally ratified. The Convention is a statement of children's rights — rights to adequate living standards, to health care, to protection from abuse, to an education and to freedom from discrimination. It defines a child as anyone under 18 years of age and applies to all children — the poor and the well-off, girls as well as boys, minorities and the disabled. It calls on societies to listen to children, to enable them to express their own views and to participate in decisions that affect them. While many of the rights established in the Convention remain unrealized for the majority of the world's children, it is an essential touchstone against which to assess the situation of children and a normative frame of reference for strategies and action.

5. The adoption of the Convention on the Rights of the Child set the stage for the World Summit for Children, the largest gathering of world leaders in history until that time. Held at United Nations Headquarters in New York in September 1990, the Summit brought together 71 heads of State or Government and delegations from an additional 88 countries to consider the situation of children around the world. The Summit adopted the World Declaration on the Survival, Protection and Development of Children and a detailed Plan of Action that set forth a vision of a "first call for children", by establishing 7 major and 20 supporting goals that were, for the most part, both quantified and considered achievable by the year 2000.

6. Following the World Summit for Children, General Assembly resolution 45/217 of 21 December 1990 urged all States and other members of the international community to work for the achievement of the Summit goals, and called for international solidarity to support developing nations in their pursuit of these goals. The Declaration and Plan of Action were endorsed by 181 countries, and 155 countries subsequently prepared national programmes or plans of action for children.

7. On 16 December 1996, following a mid-decade review, the General Assembly, in resolution 51/186, welcomed the significant progress made by most countries in achieving the mid-decade goals and objectives of the World Summit, and decided to convene a special session in 2001 to review the achievement of its goals. On 7 December 1999, the Assembly adopted resolution 54/93, "Special session of the General Assembly in 2001 for follow-up to the World Summit for Children", which scheduled the special session to take place in September 2001. The resolution outlined the process of preparations for the special session and established an open-ended preparatory committee to lead the process. Resolution 54/93 also called upon UNICEF to support the Secretary-General in assisting the preparatory committee to provide substantive input to the process, and at the special session. UNICEF was requested to prepare the present report on emerging issues to inform the deliberations of the first substantive preparatory

committee for the United Nations special session in 2001.

II. World changes since 1990

A. Evolution of development thinking

> Development can be seen ... as a process of expanding the real freedoms that people enjoy... Despite unprecedented increases in overall opulence, the contemporary world denies elementary freedoms to vast numbers — perhaps even the majority — of people.
>
> Amartya Sen[1]

8. The last two decades have seen a convergence in development thinking in favour of the centrality of human rights as the normative underpinning of human development — with an emphasis on the fulfilment of basic human needs and the development of human capacities as key indicators of a nation's development. This approach considers improvement in people's well-being and the enlargement of the choices open to them to be the central aim of development.[2] Within this approach, macroeconomic indicators such as gross national product (GNP) are seen as essential supporting components of people-centred development, but not as the objectives of development itself. The women's movement and other movements to end discrimination and protect vulnerable groups, at both global and local levels, have helped to maintain and strengthen this focus on people.

B. Children at the centre

9. The starting point of international development strategies that emphasize equitable human development is quite naturally the rights and well-being of children. It is children whose individual development and social contribution shape the world's future, and it is through children that intergenerational cycles of poverty, exclusion and discrimination can be broken. This view infused the principles of the Convention on the Rights of the Child; inspired the World Summit for Children; and generated a global principle of "first call for children" as a guide to policy, resource allocation and programmatic activities. Also key to children's rights and well-being is the Convention on the Elimination of All Forms of Discrimination against Women, which was adopted by the United Nations General Assembly in 1979 and entered into force in 1981. Together, these two treaties provide universally agreed norms and standards against which policies and strategies for children and women can be tested, objectives defined and progress measured.

10. The principles of the two Conventions are reaffirmed in numerous declarations and programmes of action adopted at international conferences in the 1990s. The Vienna Declaration and Programme of Action, adopted in 1993 at the World Conference on Human Rights, highlights the need to protect children in a range of harmful circumstances and devotes a section to children's rights. The 1994 International Conference on Population and Development set new standards in relation to the reproductive health of women and girls. The 1995 report of the Fourth World Conference on Women calls for the promotion and protection of all human rights of women and girls and devotes a section to "the girl child". The 1995 World Summit for Social Development makes extensive links with the articles and principles of the Convention on the Rights of the Child, reaffirming rights to health, education, nutrition, sanitation and literacy. At the 1996 First World Congress against Commercial Sexual Exploitation of Children held in Stockholm, 120 Governments committed themselves to work to eliminate the sexual exploitation of children. In 1998, the Statute of the International Criminal Court was adopted. Upon ratification, it will enter into force and establish the jurisdiction of the Court over genocide, crimes against humanity and war crimes, as well as address the situation of forced conscription of children under the age of 15 years and their participation in hostilities, in both international and internal conflicts. In 1999, 174 member States of the International Labour Organization (ILO) unanimously adopted the Convention on Elimination of the Worst Forms of Child Labour, which aims to end with immediate effect the worst forms of child labour and ensure that children removed from such situations have access to free basic education or training. The Convention also commits member States to identify children at special risk and to take into account the particular situation of girls.

11. Scientific findings also inform new thinking on development priorities. The crucial link between maternal health and infant survival is now common knowledge. There is greater appreciation of the importance of breastfeeding and of the role of

micronutrients in maternal and child survival. The development of children and adolescents is better understood. It has become clear that the early years of a child's life are the foundation of good physical health in later life and are critical in the formation of healthy emotions, social skills and intellectual development. Research has demonstrated a strong correlation between the quality of life in early childhood and later behaviour that undermines adolescent health and development. There is also growing evidence that adolescent development is linked to caring relationships with parents and other significant adults, as well as to access to safe and supportive environments such as schools and to opportunities to contribute to their own and their community's well-being.

C. Social, political and economic changes

12. The world has gone through fundamental changes during the 10 years since the World Summit for Children. For the first time in history, more of the world's people are living in cities than in the countryside. The break-up of the Soviet Union initiated great political and economic upheaval — and in Central and Eastern Europe, the Baltic States and the Commonwealth of Independent States, there has been a difficult transition from centrally-planned to market-oriented economies. Africa saw the spread of multi-party elections and an end to the policies of apartheid. However, large parts of the continent have been devastated by the rapid spread of HIV/AIDS and conflict, the further build-up of debt, deteriorating basic services and weak economic growth.

13. Both capital and information now flow more freely across borders worldwide. Countries are adopting a more open approach to trade, and many countries previously relatively closed to international trade, investment and communication have begun to relax their rules, becoming part of the global network of goods, information, services and currencies.

14. Multinational corporations play an expanding role in global markets and global decision-making, and the influence of many national Governments has been weakened. In addition, the new communication technology has spread ideas and information to previously isolated individuals and societies.

15. The freer movement of capital, ideas, expertise and information has generated enormous wealth and opened up opportunities for some. Yet it has also created new forms of exclusion and inequality both between and within nations. *The State of the World's Children 2000* notes that in 1960, the income gap between the richest one fifth of the world's population and the poorest one fifth was 30 to 1; in 1997, the gap was 74 to 1. The 200 richest people in the world more than doubled their net worth between 1994 and 1998 to more than $1 trillion.[3] (See figure 1.)

16. During the 1990s, democratic governance and recognition of and respect for human rights — widely acknowledged as fundamental prerequisites for sustained socio-economic progress — have been gaining ground. Demands from human rights and community-based organizations and non-governmental organizations (NGOs) for transparency and accountability in Government are on the rise. Private corporations are being pressed to practise social responsibility. Organized and vibrant civil society organizations (CSOs) have become important actors in the social and political life of nations, as well as on the international stage. Children's groups are playing a greater role in the societies in which they live. In Colombia, for example, the Children's Movement for Peace mobilized one third of the country's population between the ages of 7 and 18 years to vote for the rights to survival, peace, family and freedom from abuse, inspiring their country to redouble its efforts to end violence. Governments and policy makers are beginning to take threats to the environment into account when they make their development plans, budgets and fiscal provisions. These changes offer increased opportunities for strengthening democratic processes and good governance and for reducing disparities, poverty and social exclusion, while promoting sustained achievements in the realization of children's rights and human development.

D. The scorecard for children and adolescents

Progress

17. The situation of the world's children and women has improved in remarkable ways during the past decade. The Convention on the Rights of the Child has been ratified by 191 Governments — all but two. Between 1990 and 2000, the number of States ratifying the Convention on the Elimination of All Forms of

Discrimination against Women rose from 98 to 165. It has become increasingly recognized that women's rights and well-being are central to both human development and the realization of children's rights. It is clearer than ever that unequal gender relations and wide gender gaps in social, economic, political and civic spheres do not just deny the individual rights of girls and women — they reduce human capabilities as a whole.

18. The widespread adoption of the two Conventions and their reporting procedures have helped to raise the visibility of children's and women's issues in public and political agendas. Many States have accepted the obligations to children and women that they entail and have made the necessary changes in law, policies, procedures and resource allocations. For example, recent legislation in Japan prohibits commercial sex with children under 18 years old. In 1995, China enacted a law that gives all citizens, regardless of ethnic group, race, sex, age, occupation or religious belief, the right to an education. Legislation specifically for children has been adopted and promulgated in many countries, including Botswana, the Dominican Republic, Honduras, Kenya and the United Kingdom. Meanwhile, Angola, Brazil, Ethiopia, Nepal, Norway, Paraguay, South Africa, Togo and Uganda have modified their constitutions to make the Convention on the Rights of the Child a part of their country's legal framework. In South Africa and several other countries, Governments are reforming the juvenile justice system, moving children out of the criminal justice system and into "children's courts".

19. Better data, disaggregated by sex and age, are available for assessing and monitoring the situation of children and women. What was a vague reference in the World Summit for Children Declaration in 1990 to "children in especially difficult circumstances" has since been understood as societies' failures to protect children and adolescents from complex risk factors. Attention is now being focused on the true meaning of the universality of rights — as referring to all children's equal rights to food, good health care, basic education, justice and equality as human beings. These principles of equality and universality have made the rights of still excluded groups and of families in acute poverty an explicit issue in many national development strategies.

20. Immunization has been one of the major areas of progress since 1990, despite recent declines in some of the poorest countries. Immunization services are helping to prevent two thirds of the deaths associated with neonatal tetanus and 85 per cent of measles deaths. Polio has been nearly eradicated worldwide, as is guinea worm disease, which has virtually disappeared from Asia and from most of Africa. Oral rehydration therapy now is used in the vast majority of cases of diarrhoea among children. Acute respiratory infections, the second major childhood killer after diarrhoea, are now the focus of national control programmes in two thirds of the countries where pneumonia is a significant problem. Vaccines against major causes of childhood pneumonia have been developed and await the development of financing mechanisms to ensure that they can benefit the children who most need them. An additional 1.5 billion people now consume iodized salt, thereby preventing mental retardation in 12 million infants every year. Vitamin A deficiency — including severe deficiency, which causes permanent childhood blindness and moderate deficiency, which puts children at greater risk of dying from common diseases — has declined sharply due to large-scale supplementation programmes.

21. Since the global launch in 1992 of the Baby-Friendly Hospital Initiative (BFHI) by the World Health Organization (WHO) and UNICEF, over 14,000 hospitals in 132 countries have been certified as "baby-friendly", following comprehensive guidelines that make hospitals centres of support for breastfeeding. Seventy-one per cent of the world's population now have access to clean water — up 10 per cent from 1990 — and development programmes have begun to reflect knowledge about the crucial links between health, clean water and sanitation.

22. There is growing political will to acknowledge and address once-hidden forms of abuse and exploitation, including child labour; the sale and trafficking of children and women; the militarization and prostitution of children; gender-based violence; and the abuse, exploitation and killing of women and children caught in conflict situations. Global conferences on the sexual exploitation of children, child labour and conflict attest to this, as does the 1999 ILO Convention on Elimination of the Worst Forms of Child Labour. In 1996, Graça Machel led a path-breaking study, "Impact of Armed Conflict on Children", and in 1997, a Special Representative of the Secretary-General for Children and Armed Conflict was appointed.

23. In January 2000, an Optional Protocol to the Convention on the Rights of the Child was finalized by a drafting group, and the minimum age for forced recruitment into armed forces and direct participation in hostilities was raised from 15 to 18 years. The Office of the United Nations High Commissioner for Human Rights is carrying out a "Project Against Trafficking in Persons", and a draft United Nations Convention against Transnational Organized Crime, which has a supplementing protocol on trafficking in persons, especially women and children, is being elaborated.

Shortfalls

24. Still progress has been disappointing in a number of areas. While considerable advances have been made in reducing child mortality, only one third of developing countries have achieved the World Summit goal. Many countries of sub-Saharan Africa are suffering setbacks, in part because of the profound social and economic impact of HIV/AIDS and the persistence of other preventable diseases such as malaria, measles and tetanus.

25. Much remains to be done to reduce child malnutrition — nearly 160 million children under five years of age are moderately or severely malnourished. One half of the 10 million severely malnourished children die each year. A critical indicator of child malnutrition is stunting, which often begins in the womb as a result of maternal malnutrition. Low-birth-weight babies — 22.5 million of whom are born each year — are 40 times more likely to die in the first month of life than babies of normal weight. Those who survive are likely to be stunted for the rest of their lives.

26. Approximately 585,000 women die each year from pregnancy-related causes, and 50 million are living with permanent injuries or disabilities following complications from pregnancy or delivery. Pregnancy-related complications are among the main causes of death of young women 15 to 19 years old, and babies born to young mothers are more likely to suffer from low birth weight and die before their first birthday.

27. The practice of breastfeeding has expanded dramatically in some countries, such as Brazil, the Islamic Republic of Iran and Zambia, following the launching of BFHI and other measures to protect, support and promote breastfeeding. Yet breastfeeding is still declining in many parts of the world. UNICEF estimates that in 1999, only 44 per cent of infants in the world were breastfed exclusively for the first three months. Only 20 countries have enacted legislation encompassing all provisions of the International Code of Marketing of Breast Milk Substitutes. The Code calls upon manufacturers and distributors of breastmilk substitutes not to provide free or low-cost supplies of breastmilk substitutes to any part of the health care system.

28. Access to primary education — especially for girls and other excluded groups — has barely kept pace with increases in population. About 130 million children remain out of primary school, 60 per cent of them girls. There has been little improvement in the quality of education for those who do attend school. In many schools, especially in developing countries, the curriculum is not relevant to children's needs, teachers are poorly paid, supervision and training are weak, and the school's physical environment is not conducive to learning. Drop-out rates in primary schools are high, contributing to the loss of human capacities and financial resources. In many regions where near-universal access has been achieved, it takes an average of nine years to complete the six-year primary school cycle.

29. At least 250 million children between 5 and 14 years of age are working under exploitative conditions. Unknown numbers of others, mainly girls, spend long hours every day working in their own homes, with no time or support to go to school.

30. An estimated 1.4 billion of the world's people still do not have access to safe water, and millions of people who do must fetch water from sources far from their homes. Research shows that the farther people — usually girls and women — must walk to fetch water, the less water they use and the poorer their hygiene. Perhaps even more intolerable is the fact that 2.5 billion of the world's population do not have access to adequate sanitation. Unless rapid action is taken, this number will climb to more than 4.5 billion in the next 20 years. Most of these people live in rural areas of the developing world, where less than one fifth of the population have access to sanitation; but the most affected in the future will be poor people in densely populated cities.

31. In many parts of the world, the water table is declining as a result of over-extraction for agriculture

and manufacturing. Water quality problems are also becoming more serious and widespread. Pollution of both surface and groundwater sources from pesticides and industry are posing challenges, and there are increasing incidents of contaminants such as fluoride and arsenic affecting the safety of water supplies. For millions of poor children, the combination of inadequate food intake, the lack of safe water and sanitation, and limited access to health services has lethal consequences.

32. Finally, there has been insufficient improvement in the social and cultural environment of gender, racial and ethnic discrimination that affects women and children. The values and attitudes that create negative conditions for women and children have not changed significantly in many communities.

III. Assessing the past

33. The experience and analysis of the last 10 years have provided practical confirmation of the effectiveness of earlier development approaches, as well as new insights. One key lesson of the 1990s is that change is possible — and that children's rights are an effective rallying point for change. Other lessons learned include: that it is necessary to focus on all children and all rights, and that this requires commitment, political will and resources; that progress is possible even on problems that seemed intractable in the past; and that vertical approaches and targeted interventions often achieve rapid success, but that the sustainability of this success is often more difficult to assure. The world knows better today how some societies have created conditions that enabled the majority of their people to pull themselves out of persistent poverty and make major human development strides within one generation. Future action for children must be informed by these experiences.

A. Universal basic social services

34. Several principles of good social policy have emerged from the experience of countries that made rapid social progress in spite of a low level of economic development. *Development with a Human Face*, published in 1997, showcased 10 countries that achieved significant human development changes in the span of one generation by making social investments a priority that did not wait for economic growth.[4] They considered universal access to basic social services to be a public sector priority. These countries spent proportionally more on basic social services than other countries, seeing investment in education and health as the foundation for sustainable development. They spent relatively efficiently and protected these allocations in times of economic decline.

35. These countries also recognized that special attention must be paid to the poorest and most vulnerable and that interventions that help women realize their rights are critical to human development. In these countries, investment in education often preceded or coincided with a breakthrough in the reduction of child mortality rates. Girls' education has proven to be key to achieving this impact. Education not only gives young women the self-confidence to act in their own best interests, it also aids them in their role as mothers. Research shows that educated women marry later, space their pregnancies better, seek medical attention for their child in case of illness, provide better child care and monitor their child's nutritional status, all of which help to ensure that the child learns better in school.[5]

36. Economists are also beginning to acknowledge the importance to children of women's bargaining power in the household. Studies in both Brazil and the United Kingdom indicate that when women control household incomes, children benefit in terms of nutrition and health care.[6] In other words, the greater the role a woman plays in decision-making, particularly with regard to household expenditure, the better off her children are likely to be. Therefore, future action for children must recognize the importance of increasing women's opportunity for education, employment and reproductive health in order to increase their bargaining power in the household.

B. People-centred development

37. One of the major lessons of the past decade has been that complex societal problems, such as maternal mortality, malnutrition, poor hygiene and sanitation, HIV/AIDS and violence, must be addressed through multi-pronged strategies that engage poor and vulnerable groups as partners. Improving access to sanitation, for example, has been much more difficult

than expected, and technological solutions have been found wanting. A lesson learned is that it is only with an understanding of the relationship between safe water, sanitation and health that people make sanitation a priority. However, experience throughout the developing world demonstrates that it is difficult to develop this awareness unless the people who fetch the water and use the facilities — women and girls in particular — participate in the planning, implementation and maintenance of water and sanitation systems. An important development challenge facing all countries is the search for effective ways to engage women and young people in the programmes intended to improve their well-being.

38. Recent evidence indicates that the most effective HIV/AIDS prevention has been in countries such as Senegal, Thailand, Uganda and Zambia, which have used multiple strategies with a consistent message over time and where general education has HIV/AIDS-specific components. Simply providing people with information about HIV/AIDS is not enough. To be effective, HIV/AIDS education must have well-supported and trained teachers, and address attitudes, values and psychosocial skills, including decision-making and interpersonal skills.[7]

39. Experience shows that Governments must take the lead in ensuring basic social services for poor people, especially with regard to the right to basic education and primary health care (PHC) services. They must also take the initiative in making legal and administrative changes; establishing the rule of law; and creating conditions for equality, participation, peace and human security. In short, they must commit themselves to establishing national structures of accountability for good governance, which create space for vibrant civil society initiatives and people's participation in decision-making processes that affect their lives.

IV. Challenges for the future

40. Enormous challenges face mankind at the beginning of the twenty-first century. The world is marked by deepening poverty and a widening gap between rich and poor; proliferating conflict and violence; the deadly spread of HIV/AIDS; and continuing discrimination of many types, particularly against women and girls. Profound changes are needed in societies everywhere if the vision for children's rights and the establishment of a global ethic in favour of children and adolescents are to be realized.

A. Poverty

> As the world's currency markets exchange $1.5 trillion each day, more than 1.2 billion people in the world live on less than $1 a day — more than 600 million of them children.
>
> The State of the World's Children 2000[8]

41. Children are hardest hit by poverty, which cannot be measured by economic indicators alone. Poverty has a disabling impact on children's minds and bodies, causing the perpetuation of socio-political marginalization, malnutrition, poor health and lack of opportunity to gain an education and earn a living. Central to breaking this intergenerational cycle of poverty are universal access to basic social services of good quality for all children and opportunities to participate, learn and grow in childhood. In developing countries, these services are fundamental to the survival and development of poor children. Yet most developing countries under-invest in these services.

42. One reason poor countries under-invest in basic social services is because of the crippling weight of their external debt. Two thirds of the countries surveyed in a 1998 UNICEF and United Nations Development Programme study spent more on external debt servicing than on basic social services, and some spent three to five times more. To spend more on external debt than on basic social services — when hundreds of millions of children lack access to basic education, PHC, adequate food and safe drinking water — is not just morally wrong, it does not make economic sense.[9] (See figure 2.)

43. The Heavily Indebted Poor Countries (HIPC) Initiative, launched in 1996, is an attempt to address the debt issue, but its implementation has been painfully slow. In order for the new HIPC Initiative to succeed, industrialized countries and international financial institutions must assign additional resources for debt relief. It cannot be financed from the already low level of official development assistance (ODA).

44. ODA, as a proportion of donors' combined GNP, has been declining for nearly two decades, and despite a modest rise in 1998, it now stands at less than one third of the United Nations aid target of 0.7 per cent of

GNP. Since 1992, the absolute amount of ODA has declined markedly. Net private capital flows are no substitute for ODA since they seldom gravitate to the neediest countries or benefit the poorest segments within countries. (See figure 3.)

45. Poverty is not confined to developing countries. While the situation is worse in the developing world, more and more children in industrialized countries are poor and do not have access to basic social services. A 1999 study, for example, shows that in New York City, 74.9 per cent of Hispanic children live in poverty, compared to 21.6 per cent of the city's white children.[10] There are similar disparities in many industrialized countries.

B. Armed conflict and other types of violence

> Armed conflict kills and maims more children than soldiers.
>
> Graça Machel[11]

46. Violence, abuse and exploitation occur worldwide. Since 1990, more than 2 million children have been killed and more than 6 million injured or disabled in armed conflicts. Children in at least 68 countries live amid landmines, and over 10,000 children are killed or maimed by mines every year. Sexual abuse of adolescent girls and women is increasingly being used as a systematic policy of war.

47. Since World War II, 130 of the more than 150 major conflicts have been fought in the developing world. Many of these wars are low-intensity, long-lasting internal conflicts fought in city streets and village lanes, where there is little distinction between combatants and non-combatants. The arms and illicit drug trades — worth an estimated $800 billion and $400 billion, respectively — have flourished in the last 10 years and have contributed to the proliferation of these conflicts.[12] The development of light, inexpensive weapons has made it easier to use children as soldiers and as traffickers of arms and drugs. Light weapons and landmines have been responsible for the majority of casualties in modern warfare.

48. War displaces millions of people from their homes. The number of refugees worldwide rose from 2.4 million in 1974 to 17 million in 1991, and to a record 27 million in 1995. The number dropped to 21.5 million in 1999, yet it still represents one out of every 280 people on earth. An estimated 30 million people — 80 per cent of them children and women — are displaced inside their own countries. Thus, the total number of people who have been forced to flee their homes is about 50 million.[13]

49. An estimated 250 million children between 5 and 14 years of age in developing countries alone are working full- or part-time. Globally, an estimated 1 million children enter the sex market each year for the profit and pleasure of adults.

50. Data on violence in the private sphere is largely unavailable. However, the incidence of violence within families is believed to be among the most pervasive of all forms of violence against children and women in all parts of the world.

51. The weakening of the role of the State has tended to diminish the protection of children and women in the family, community and labour market. Future actions for children and women must call for adherence to national and international laws and standards and for public sector programmes and private initiatives that will ensure the protection of children and women from all forms of violence and exploitation.

C. Discrimination

52. The clearest proof of gender inequality around the world is in the numbers of what Amartya Sen calls "missing women".[14] Research shows that if men and women receive similar nutrition and health care, women on average live longer than men. This is borne out in Europe and North America, where the ratio of women to men is 1.05 or more. Yet Mr. Sen notes that the ratio of women to men in South Asia, West Asia and China is as low as 0.94. He extrapolates the numbers of women who would be alive if the higher ratio were in effect worldwide, and concludes: "A great many more than a hundred million women are simply not there because women are neglected compared with men."[15] If it is women who are the primary caregivers of both girls and boys, how many children are also missing?

53. In the next decade, action to ensure the realization of the rights of children and women must promote changes in individuals, families and communities, in nations and their institutions, and at the international level. It must also recognize that

gender discrimination is often compounded by ethnic and religious discrimination, by poverty and by social exclusion, including that related to HIV/AIDS status. For example, it is impossible to achieve equal access for men and women to income in communities where investment is withheld because of layers of racial, cultural or political discrimination. Groups which face multiple forms of discrimination require a number of interrelated changes in order to exercise their rights to basic health, education and participation in their societies. Children who face such forms of discrimination need special measures of protection to overcome the formidable barriers to their development.

54. There is continued and, in some cases, increased discrimination against minorities, indigenous peoples and migrants worldwide. The World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, to be held in South Africa in 2001, will provide an opportunity to create a new vision for the fight against racism and other forms of exclusion in the twenty-first century. The proceedings and outcomes of this conference will be important for future actions for children.

D. HIV/AIDS

55. The AIDS pandemic has had a tragic impact on the fulfilment of children's rights and has greatly affected the trajectory of human development in the 1990s. Over 16 million people around the world have died from AIDS. Every day, 8,500 children and young people are infected with HIV and 2,500 women die from AIDS. Another 33.6 million people are living with HIV, two thirds of them in Africa, where, unlike anywhere else in the world, infected women outnumber infected men. Unless decisive action is taken, parts of Africa (e.g. Nigeria) and Asia (e.g. India) that still have relatively low HIV/AIDS prevalence may soon be as seriously affected as southern Africa.

56. By the end of the year 2000, 13 million children — the majority of them in Africa — will have lost one or both parents to AIDS. These children begin their suffering with the horror of watching their parents die. They are then likely to suffer prejudice and neglect from their guardians and community. Children orphaned by AIDS almost invariably have higher rates of malnutrition, stunting and illiteracy than other children, as well as higher rates of sickness and death — and, of course, some of these children are infected with HIV themselves. AIDS is an epidemic of global proportions, but today it is people who are poor who are its main victims — 95 per cent of all HIV-infected people live in developing countries. It is a disease of poverty, ignorance and gender discrimination and has the greatest effect on poor women and children.

E. The creation of an enabling environment

57. The challenge to political leaders and societies is to break the vicious cycle of poverty that perpetuates chronic ill health, malnutrition, sub-optimal child development and poor health for women from one generation to the next. More children today survive through early childhood than in the past, but these gains are rapidly being eroded by HIV/AIDS. The conditions of poverty and deprivation that threaten their growth and development have scarcely changed and, in many cases, have worsened. Moreover, while much has been learned about the roots of gender discrimination and gender inequality over the last three decades, the situation of girls and women is also worsening in many parts of the world.

58. For these reasons, it is necessary to reposition and re-emphasize the focus on child and maternal survival — the essential first steps in the realization of human potential. But future actions must go beyond first steps. Sector-based programmes for health, basic education and safe water need to find more effective ways of reaching those children, adolescents and families which are still excluded. Access to information, and the ability to make their own decisions and to control resources at household and community levels, especially for women, seem to be critical factors that enable poor families to improve their situations. Unless welfare-oriented programmes that mitigate suffering are broadened to include strategies that empower people who are poor to improve their lives, the prospects for sustainable human development and the inclusion of poor people in the global economy are low indeed.

59. A human rights approach to development makes it imperative to recognize and work with poor families and communities as key development partners. For children and women especially, actions at household and community levels, complemented by external support and services, are critically important to improving their situation and protecting their rights. A

family's capacity to protect and provide for its children is usually the single most decisive factor in children's well-being. As a result, strategies in the future must find effective ways to link national sector-focused activities to community-led action.

60. Countries must ensure that there is an enabling national environment for the realization of children's rights through appropriate policies and programmes. This includes a framework of laws that are consistent with the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women. It also requires clear national policies and strong institutions that specifically prioritize the needs of children, adolescents and women and that promote as well as protect their rights. It involves national resource allocations and mobilization that reflect the priority of children, strong civil society involvement and decentralized structures that have the responsibility, authority and capacity to manage services and respond to children's basic needs.

F. Enhancing participation

61. Participation is central to the human development approach in order to expand people's choices and realize human potential. At the same time, participation is also the means to development. Children and adolescents do not develop by being passive. It is only through participation that they acquire skills, build competencies, form aspirations and gain confidence. Participation varies according to one's evolving capacities, but all children can participate in different ways from the earliest age. The more a child participates meaningfully, the more experienced, competent and confident he or she becomes. This, in turn, enables more effective participation from childhood into adolescence and beyond. The conditions for promoting effective participation include the need to start as early in childhood as possible through the care and socialization of children that are responsive to their needs, respectful of their rights and encouraging of exploration, enquiry and responsibility.

62. Promoting child and adolescent participation also involves creating "spaces" where information is accessible and where their views are valued, listened to and influential. This means enhancing child participation within the family, the school and the wider community. It is also essential to promote access to information and to opportunities for the most disadvantaged and marginalized children — alongside the most privileged children — to be heard.

V. Future actions for children

63. The causes of violations of children's rights lie essentially outside the sphere of their control, and efforts must focus on addressing not only immediate factors, but also the wider causes of problems children face. Future actions for children must envision "child-friendly" societies in which all sectors participate in building broad alliances committed to the realization of children's rights. It must foster the involvement and participation of children in the social and cultural lives of their communities as well as in decisions that affect their lives. Adolescents, especially, need to be engaged in shaping solutions to societal problems. Future actions must embrace the principle of a "first call for children" and promote the allocation of all types of resources to their maximum extent for the realization of children's rights, starting with their right to survive and develop.

64. The future focus on ensuring human development outcomes for children and adolescents — and through them, breaking persistent cycles of poverty — must be informed by knowledge about the critical stages in the life cycle of children, from birth through adolescence. Specific interventions can make a substantial difference in their survival, health, physical growth and social and intellectual development, and societies must change their patterns of investment to influence the course of human development when opportunities are greatest.

65. Based on current science and lessons from past programmes, three key areas for the future deserve global priority attention. The focus, based on the principles of children's rights and knowledge about what works best for children, must generate global commitment and broad partnerships to ensure the following for all children:

(a) A good start to life, nurture, care and a safe environment that enables them to survive, and be physically healthy, mentally alert, emotionally secure, socially competent and able to learn;

(b) The opportunity to complete a good quality basic education;

(c) For adolescents, the opportunity to develop fully their individual capacities in safe and enabling environments that empower them to participate in, and contribute to, their societies.

A. A good start in life for all children

66. A mother's health and the first few years of a child's life have a formidable impact on the child's cognitive and emotional development, as well as on survival and physical growth. There are "critical periods" in a child's development which apply to their capacity for attachment, language acquisition and learning in general. Although everyone is capable of compensating for missed opportunities, the cumulative effects of malnutrition, poor health care, unsafe water, poor sanitation, environmental hazards, lack of stimulation, and physical or emotional abuse in early childhood can have long-term consequences for individuals and societies.

67. A good start in life within a nurturing family environment is the cornerstone of a child's future growth and development. However, child development is culturally specific, and programme strategies must respect diversity and cultural patterns of child care, while ensuring that the health, nutritional, emotional, social and intellectual dimensions of child development are addressed.

68. The survival and optimal development of infants and children require ensuring that all children are wanted, and are born to women old enough to have healthy children and mature enough to care for them. All mothers-to-be, including adolescents, and irrespective of economic status or cultural group, should enjoy access to high-quality health care, nutrition and home support during pregnancy, delivery and lactation. Mothers need to be supported to breastfeed their children exclusively for four to six months and to introduce appropriate additional foods at that time. Mothers must have time to care for themselves and to earn a living. Men should share responsibility in the household and in family life.

69. Children need have access to high-quality health care services that provide immunization and micronutrient supplementation and special emphasis on the management of pneumonia, diarrhoea, malaria and malnutrition.[16] Communities struggling to cope with HIV/AIDS must be helped to sustain the care, services and protection that young children need. Parents and other caregivers need to be supported and helped to interact with their children, to support their play, interaction and early learning, and thus their psychosocial development. Education for gender equality and respect for the rights of all individuals must begin in early childhood and be an essential element of parent/teacher/caretaker education at all stages. Parents and other caregivers, as well as community and government leaders, must value and respect each child; protect and promote the well-being of both boys and girls; and encourage non-violence and gender-sensitive behaviour. Children should benefit from periodic assessment for the early detection of developmental difficulties; have an adequate food and micronutrient intake; and be able to live and grow up in a clean, safe, non-abusive and sanitary environment.

70. These elements of care for child survival, growth and development all contribute to the complex process of developing human capabilities. They are mutually reinforcing elements — each essential — which together create the synergy needed to ensure that the early years of a child's life are healthy and conducive to optimal human development.

71. Attending to a child's cognitive and psychosocial development would involve enabling families to create a stimulating and affection-filled environment with a stable caregiver or caregivers. It means protecting the rights of children from abuse, violence and sexual and economic exploitation, and helping families to care for children with disabilities. It means ensuring equal enrolment and equal treatment of boys and girls in community-based care programmes and/or child-friendly schools. It means teaching children improved hygiene practices early in their lives.

72. Dealing with the physical environment and facilities for child development would mean ensuring an environment that has an adequate supply of safe water and fuel and accessible and usable toilets. It means ensuring a clean home environment and safe play areas for young children, handwashing with soap and water, and food hygiene. It means having access to insecticide-treated bednets to help prevent malaria, as well as minimizing the risk to all children of accidents and poisoning and of exposure to environmental pollutants. Social and economic safety nets would be available in situations where family systems are unable to cope. Family and community-based early childhood

care and education programmes should also be available.

73. The final element in providing optimum support to infants and young children is developing the knowledge, skills and attitudes of caregivers and society. This means that families are engaged in a process of learning and acquiring skills for the home-based care of children that enhances children's physical, emotional, social and cognitive development. It means ensuring that values and attitudes in a community are supportive of women and children and assist families in their child-rearing responsibilities. It also means ensuring that communities are aware of the risks, rights and needs of women of child-bearing age, and that they are supportive of actions to ensure that women, particularly pregnant and lactating women, have access to health services. Everything that is known about poverty today confirms that investments in the quality of care for poor children pay back many times over in better education results, higher productivity and positive behaviour later in life.

B. A good quality basic education for all children

74. Ensuring access to, and completion of, a basic education of good quality for all children will also contribute significantly to breaking the cycles of deprivation and poverty, discrimination and exclusion. A good quality basic education enables children to seize opportunities to develop their full potential and facilitates the realization of all their other rights.

75. Many factors deprive children of their right to basic education, including a lack of national leadership, political commitment and financial support. The right to basic education is also impeded by persistent poverty and inequality; discrimination and exclusion, especially in relation to gender; poor nutrition and health of children in school; a lack of protection for children at risk; war and civil conflict; early childhood neglect; and the impact of HIV/AIDS.

76. Yet basic education has been established as a right and is essential for individual and national development. Fulfilment of the right to education is the collective responsibility of all society — families and communities, all sectors, leaders and service providers. Educating children means considering the totality of their lives — their multiple needs and the complex context of the families and communities in which they live. Education systems should be responsive and yet committed to quality. Schools should become institutions that are communities of good practice.

77. Future actions for children in the area of basic education will build on the Education for All (EFA) movement to ensure that all children have access to education and complete a basic education of good quality. They should be able to learn in environments that respect the dignity of the child and that are effective, healthy, gender-sensitive and protective, and enable children to express themselves and participate in the learning process. The education of girls is of utmost importance, and special efforts should be made both to increase the impact of education on reducing HIV/AIDS transmission rates and to reduce the impact of the AIDS pandemic on education.

78. The first aim is to ensure that all children enrol in school and are able to stay there in order to achieve a basic education of good quality. Special measures are needed to support children from currently excluded and marginalized groups (poor children; working children; children with disabilities; children from ethnic minorities; and children affected by violence, civil conflict and HIV/AIDS).

79. The second primary aim is to ensure full and equal access to education for girls and to eliminate all forms of gender discrimination in schools, education programmes and systems. This requires building consensus at all levels of society on the importance of equality. Specific actions include eliminating gender-based discrimination in teaching and learning, mainstreaming a gender perspective throughout the education system, and socializing girls and boys in a culture of respect for each other's dignity and equality.

80. The third area, quality of education, involves ensuring that all children are ready for school and that all schools are ready for them. This means developing schools that are rights-based and child-friendly. Rights-based schools reflect and help realize the rights of every child; act to ensure inclusion, respect for diversity and equality of opportunity; are child-centred, gender-sensitive and girl-friendly; define and assess desired learning outcomes; and ensure respect and provide professional development for teachers. They also promote the close involvement of families and communities. Ensuring quality of education also means supporting comprehensive early childhood care

programmes to ensure that schoolchildren are well nourished, fully immunized and healthy, and that as much as possible, children with disabilities are mainstreamed in primary schools or basic education programmes. Schools should have qualified and adequately remunerated teachers and the necessary facilities and resources. Teachers should have training in participatory learning methodologies. The learning environment should be secure, non-violent, child-centred and gender-sensitive. There should be adequate hygiene and sanitation facilities, life skills-based health and hygiene education, and health and nutrition services. Child participation and active school-parent-community partnerships should be promoted. The school curriculum should have defined learning outcomes and relevant, gender-sensitive learning materials in languages that teachers and children can read and understand. Finally, it should be possible to assess the extent to which children in basic education programmes attain a nationally-defined level of basic learning competence in literacy, numeracy and life skills.

81. The fourth main focus is to limit the spread of the HIV/AIDS pandemic, because education in a world with HIV/AIDS cannot be the same as it was in an HIV/AIDS-free world. Comprehensive HIV/AIDS education should be an integral component of national education programmes. This would involve developing and implementing life skills-based HIV/AIDS education programmes, both in and out of school, starting from the primary level of education. It would also involve mitigating the impact of AIDS on the education system itself. This is no small consideration, because in many of the most affected counties, enrolment figures have declined, the number of drop-outs have increased and education systems are trying to cope with disruptions caused by high HIV/AIDS prevalence among teachers and other education staff. Achieving sustained control over HIV/AIDS requires a multisectoral analysis of its impact and the development of linked and mutually reinforcing integrated responses. Schools alone cannot be effective in facing the challenges of HIV/AIDS. CSOs and other service providers also have key roles to play. However, schools are among the few institutions with the necessary reach and potential community coverage to promote effective HIV/AIDS prevention and to diminish the impact of HIV/AIDS on their communities.

C. Enabling all adolescents to develop their capacity and participate in their societies

82. Projections indicate that the number of adolescents in developing countries will increase significantly over the next 10 years — due in no small part to achievements in child survival since the World Summit for Children. Adolescence offers numerous opportunities to influence the future, not just of individuals, but of whole countries. It offers a chance to break the cycles that undermine human development and rights. Protecting adolescents' rights and helping to maximize the resource they represent in their families and communities can also work to break intergenerational patterns of poverty, socio-economic exclusion, gender and ethnic discrimination, exploitation, abuse and violence. It can help to prevent and ameliorate a range of health and nutrition concerns, including HIV/AIDS, that have implications for this generation and the next (e.g. low birth weight).

83. In order to achieve their full potential and build on the outcomes of the early childhood and basic education programmes, adolescents should be able to participate in and benefit from a range of policies and programmes operating to support them in four main areas: ensuring the participation of adolescents in decisions that affect their lives; providing adolescents with safe and supportive environments: developing adolescents' capacities and values; and ensuring that adolescents have access to basic services and opportunities.

84. Adolescents should be able to gain the necessary skills to participate meaningfully in the decisions that affect their lives. They should play an active role in the development and implementation of youth-friendly health and counselling services, child-friendly schools, peer programmes, and news and entertainment programmes directed at young people. They should be encouraged to initiate programmes and activities, support each other and take part in the collection, analysis and dissemination of data on the status of adolescents at subnational and national levels. Training should be provided for adults, including parents and service providers, in order to strengthen the linkages between adolescents and the adults responsible for fulfilling and protecting their rights. Existing programmes and activities for adolescents should be supported and, where appropriate, replicated and

expanded. The contribution that adolescents make to their environment should be recognized and appreciated.

85. Adolescents should live and learn in safe and supportive environments, with a focus on the immediate environments of families, friends and service providers. Adolescents should also benefit from national and subnational policies and legislation that promote and protect their rights, and from supportive societal values and norms that counter traditional practices that undermine their rights (e.g. early marriage).

86. Adolescents should be able to develop their physical, intellectual and psychosocial capacities to the full, and to develop values that promote equity, peace, tolerance, justice and positive gender relations. They should have ongoing access to relevant and reliable age-appropriate and gender-sensitive information on a range of topics and from a variety of sources, including parents, peers, service providers, and the news and entertainment media. They should to be able to develop life skills, including negotiation, conflict resolution, decision-making, critical thinking, communication and other psychosocial competencies. They should have access to sports and recreation facilities that take into consideration the specific needs of adolescent girls and adolescents living with disabilities. They should be able to develop citizenship and livelihood skills, with support from a range of partners, including parents, teachers, CSOs and the private sector. They should also learn parenting and caregiving skills and have access to programmes that provide married and unmarried adolescent parents and caregivers with advice and support.

87. Adolescents should have access to a range of opportunities and services. Youth-friendly health and counselling services should be available to provide quality health care that responds to their physical and psychosocial needs. These services should address a wide range of health and development needs, including endemic diseases (such as tuberculosis and malaria), mental health, nutrition, reproductive health, and voluntary and confidential HIV testing and counselling for married and unmarried adolescent young men and women. Governments and civil society partners should take measures to protect adolescents from violence, abuse and exploitation, including from the promotion of tobacco and other addictive and illicit substances. Adolescents should have access to a distinct juvenile justice system that encompasses both delinquency prevention and restorative justice and reintegration. Older adolescents should have access to livelihood opportunities that are non-exploitative and non-hazardous, are appropriate to their evolving capacities, contribute to their development and are adequately remunerated.

88. For adolescents who have never been to school or who have dropped out of school, particularly for disadvantaged and marginalized adolescents (including those with disabilities and those living with and affected by HIV/AIDS), it is important to create a second chance to be educated. Programmes should be developed to meet the psychosocial needs of adolescent girls and boys living in conflict situations and other emergencies, and those exposed to physical or psychological abuse. It is important to end exposure to hazardous and exploitative work conditions for children over 14 years of age, and to end all child labour for younger children. Finally, there is a need for programmes that promote the reconciliation and reintegration of adolescents affected by war and other forms of conflict and violence, especially for soldiers, porters and sex slaves. Marginalized adolescents, those exposed to violence and abuse, and those living in emergencies and conflict situations should have safe spaces — places where they can obtain non-judgmental support, shelter and information, and eventually the skills and confidence to participate in shaping their future.

VI. Achieving major human development progress within one generation

89. This vision of the future is anchored in the reality of a world with access to unprecedented informational, financial and technological resources. It is also a world of unprecedented consensus on ethical and legal standards. Yet it is a world that continues to be marked by child deaths on a large scale, persistent intergenerational patterns of poverty, violence, conflict, gender discrimination and disease. These obstacles are ethically intolerable, but they are not unconquerable. Given the resources that the world has at hand, these deadly cycles of poverty and poor human development, which lead to the violation of human rights, can and should be broken within a single generation. The world must now direct its efforts towards those points where

the potential for change and impact are the greatest: the best possible start for children in their early years; a good quality basic education for every child; and an enabling environment for adolescents as they develop their capacities.

90. By guaranteeing support and critical interventions for children during the early childhood, primary school and adolescent years, major progress within a generation is possible. The world has the knowledge, the financial resources and the technology. The essential component for marshalling these resources is political will. Inspired leadership is the key to changing the world for children and making major progress in human development within one generation. While government action is necessary, it is not sufficient. A broader range of players must commit themselves to realizing children's rights.

91. Future actions for children and adolescents requires wide-ranging partnerships involving Governments, national and international organizations, United Nations agencies, bilateral agencies and CSOs. UNICEF has consulted broadly over the past year to develop the proposals in this report, to determine how the areas of focus of the different organizations and partners mesh, and to begin to talk about the roles that each will play. UNICEF presented its proposals at the World Bank Human Development Week in February 2000 and has consulted with counterparts in many United Nations agencies, including WHO, the United Nations Educational, Scientific and Cultural Organization and the United Nations Population Fund. It also held a special consultation with some national and international CSOs in February and has discussed the new proposals with several bilateral partners and members in the EFA initiative in preparation for the EFA World Education Forum. There have been extensive consultations at the technical level with other agencies, CSOs and academics to discuss in detail three specific proposals on early childhood, basic education and adolescence.

92. The special session of the General Assembly in 2001 will take stock of progress since entry into force of the Convention on the Rights of the Child and since the World Summit for Children. It will also consider goals and strategies for the next century that are relevant to children in both developing and industrialized countries. Future actions for the world's children (up to the age of 18 years) will soon have to be set, with bold objectives, updated targets and renewed strategies, to guide international cooperation and country-level action. The process will involve the challenging task of developing indicators to measure the qualitative aspects of these actions. It will also involve detailing clear actions that member States and other partners should take in the short, medium and long term.

93. The central feature of the future actions for children in the twenty-first century should be to break the vicious cycle of poverty that creates and recreates undernourished infants, poorly educated young children, marginalized adolescents, and unsafe and premature motherhood, and that fundamentally undermines the fulfilment of children's and women's human rights. By confronting this vicious cycle at strategic points in the evolution of children and adolescents through interventions and strategies founded on the principles of human rights and the reality of social transformation, the world can create a positive cycle through which each generation can realize a quantum leap in the situation of children and achieve sustained progress in human development.

Figure 1: The growing gap between rich and poor countries

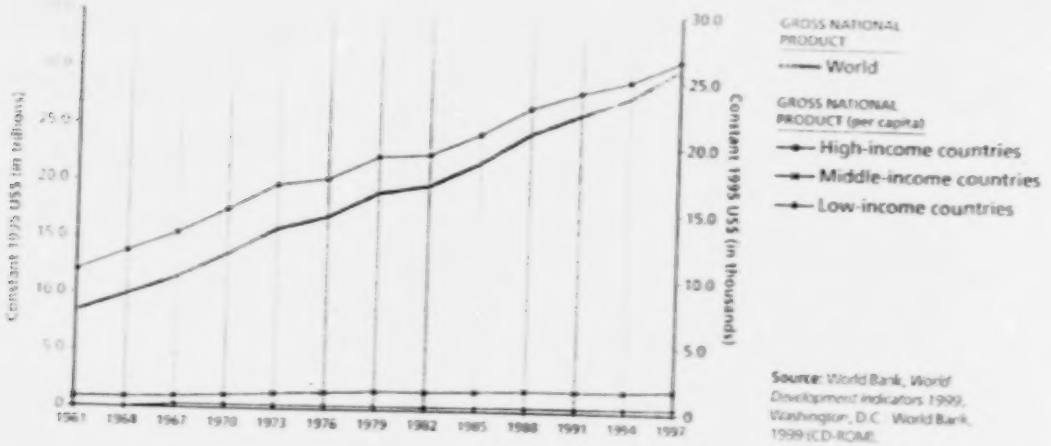
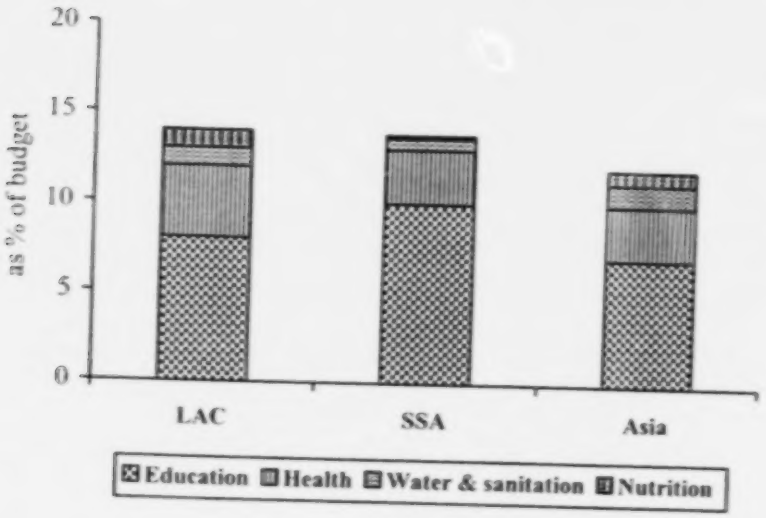

Constant 1995 US$ (in billions)
Constant 1995 US$ (in thousands)
1961 1964 1967 1970 1973 1976 1979 1982 1985 1988 1991 1994 1997
GROSS NATIONAL PRODUCT
World
GROSS NATIONAL PRODUCT (per capita)
High-income countries
Middle-income countries
Low-income countries
Source: World Bank, World Development Indicators 1999, Washington, D.C. World Bank, 1999 (CD-ROM).

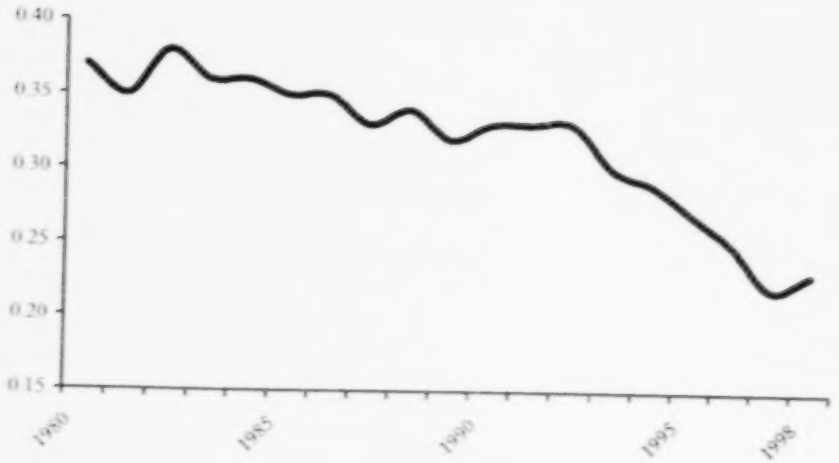
Figure 2: Under-investment in basic social services



LAC – Latin America and Caribbean
SSA - Sub-Saharan Africa

Figure 3: Declining aid efforts (ODA as a percentage of combined GNP)

Source: Organisation for Economic Cooperation and Development/ Development Assistance Committee (annual)



Notes

[1] Amartya Sen, *Development as Freedom* (New York: Alfred A. Knopf, 1999), pp. 3-4.

[2] This approach has been elaborated by the UNDP pioneering series of Human Development Reports, the first of which was published in 1990.

[3] UNICEF, *The State of the World's Children 2000* (New York: UNICEF, 2000), p. 23.

[4] *Development with a Human Face*, Santosh Mehrotra and Richard Jolly, eds. (Oxford: Clarendon Press, 1997). The ten countries were Barbados, Botswana, Costa Rica, Cuba, the state of Kerala in India, Republic of Korea, Malaysia, Mauritius, Sri Lanka and Zimbabwe.

[5] See Kalanidhi Subbarao and Laura Raney, *Social Gains from Female Education: A Cross-National Study*, World Bank Discussion Paper 194 (Washington, D.C.: World Bank, 1993); and Lawrence H. Summers, *Investing in All the People: Educating Women in Developing Countries*, EDI Seminar Paper 45 (Washington, D.C.: World Bank, 1994).

[6] Cited by Joseph Stiglitz, World Bank Gender and Development Workshop, April 2, 1998. See Jan Pahl, *Money and Marriage* (Basingstoke, UK: Macmillan, 1989), who asserts that "the best way to reduce child poverty is to increase the amount of money over which their mothers have control", pp. 151-52.

[7] See J. R. Hargreaves and J. R. Glynn, *Educational Attainment and HIV Infection in Developing Countries: A Review of the Published Literature* (London: Infectious Disease Epidemiology Unit, Dept. of Infectious and Tropical Diseases, London School of Hygiene and Tropical Medicine, 2000); John Hubley, *School Health Promotion in Developing Countries: A Literature Review* (Leeds: WHO, 2000); and Douglas Webb, *HIV and AIDS in Africa* (Pluto Press, 1998).

[8] UNICEF, *The State of the World's Children 2000*, p. 22.

[9] Jan Vandemoortele, "Absorbing Social Shocks, Protecting Children and Reducing Poverty: The Role of Basic Social Services" (New York: UNICEF, 2000), p. 6.

[10] *Keeping Track of New York City's Children* (New York: Citizen's Committee for Children of New York, 1999), cited in *Hispanic Youth Health Assessment Report 1999* (New York: Puerto Rican Family Institute, 1999).

[11] Graça Machel, *Impact of Armed Conflict on Children*. Report of the Expert of the Secretary-General. United Nations, 1996.

[12] Thalif Deen, "Drugs: Global Trade Reaches Staggering Proportions", IPS (United Nations), March 2, 1998. The arms and illicit drug trades are worth more than the GNP of most countries and are in fact capable of destabilizing global financial markets.

[13] "UNHCR by numbers": www.unhcr.ch/un&ref/numbers/table1.htm.

[14] Amartya Sen, "More Than 100 Million Women Are Missing", *New York Review of Books* (December 20, 1990), pp. 61-66.

[15] Amartya Sen, Ibid, p. 66.

[16] Special efforts should be made to bring new vaccines (e.g., against childhood pneumonia) within reach of the poorest families and countries.